

**USING ENGLISH MINGLING GAMES TO IMPROVE THE SPEAKING
SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP
MUHAMMADIYAH 2 MLATI IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



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YOGYAKARTA STATE UNIVERSITY**

2014

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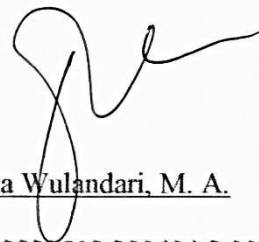
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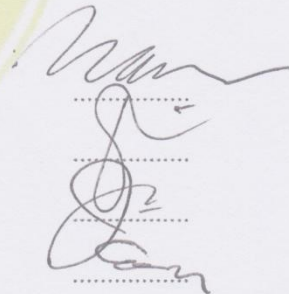
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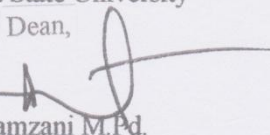


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 15 Januari 2014

Penulis,



Avansa Naufal Hakim

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DEDICATIONS

I would like to dedicate this thesis to my parents, my sisters and my beloved woman, for their love and support throughout everything and every way of my life.

MOTTOS

Be your self

Do it now or you will lose it

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, all praise is due to Allah SWT the Almighty God for His countless love and blessing so that the researcher finished his thesis. I would also deliver my sincere gratitude to:

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Finally, I realize that this thesis is still far from being perfect. It is however expected that this research can be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, January 15th 2014

The writer,

A handwritten signature in black ink, consisting of stylized, overlapping loops and strokes, representing the name Avansa Naufal Hakim.

Avansa Naufal Hakim

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Abstract

This research is aimed at improving the speaking skill of the seventh grade students of SMP Muhammadiyah 2 Mlati through the use of Mingling Games.

This research was action research that consisted of two cycles. In doing the research, the researcher involved 37 students of Class VII B, one English teacher as teacher collaborator, the researcher himself and two research collaborators which were the researcher's fellow university students. The research steps done referred of four essential moments of planning, action and observation, reflection. This research views communicative competence as involving the speaking skills of the students. It consists of three stages, namely *Presentation*, *Practice* and *Production*. In this research, there were two kinds of data. The first data were qualitative data. To obtain the qualitative data, the researcher conducted interviews. Meanwhile, the quantitative data were in the form of the students' test scores obtained by conducting Test 1 at the end of Cycle 1 and Test 2 at the end of Cycle 2.

The findings of this research show that the use of the Mingling Games can improve the students' speaking skill. In reference to the students' speaking scores, the students' ability was improved after the Mingling Games were used as the teaching aid for the speaking session. It can be seen from the students' scores that increased from Cycle 1 to Cycle 2. Besides, the Mingling Games can improve the students' motivation and participation in the teaching and learning activities of speaking.

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesian schools, the teaching and learning of English should be emphasized at helping students to be able to communicate in English, both in written and spoken forms. Richards (2006: 3) proposes that communicative competence consists of four language aspects. They are the use of language for a range of different purposes and functions, the different use of language according to the setting and the participants, the way to produce and understand different types of texts, and the way to maintain communication despite having limitations in one's language knowledge.

In the teaching and learning of English, teachers also build students' awareness related to the significance of English as global language. During English classes, it is expected that when they are learning they will understand not only about the language but also about the culture. In addition to teaching to use English in their daily communication, the teacher also exposes the students with the real condition of using English in their own culture. From that statement, it can be analyzed that the purpose is building students' awareness and making the students able to communicate by using English in their daily life especially through spoken communication.

In the teaching and learning of English deals with four major skills that have to be mastered by the students, namely listening, speaking,

reading, and writing. Among those four main skills of English, speaking is considered to be the most complex skill and involves a lot of activity and practice. However, compared to the other English skills, there are only fewer speaking activities during English classes so that the students do not have any chance to develop their communication skills. Based on the observation that the researcher conducted on Friday, October 18th, 2013 in SMP Muhammadiyah 2 Mlati, the students had less opportunities to practice speaking in English.

The interview conducted by the researcher with the school teacher shows that English teaching and learning is focused on helping the students pass the final exam. The students are taught about grammar, structure and written communication, while the oral one is put aside. He often limits the activities that require the students to speak because in the semester exam the students answer the question through writing and reading. Therefore, the students do not have self-confidence even to speak a single word. He also said that the students cannot produce sentences because they have limited vocabulary.

The students also need speaking practice in classroom activity. Limited speaking practices cause students to have low self-confidence as well as limited vocabulary and knowledge about parts of speech. As a result, the students spoke in English hesitantly. Such problems occur because the teacher often used Indonesian and Javanese to deliver materials in the classroom activities.

Those problems indicate that the English teaching and learning process in SMP Muhammadiyah 2 Mlati needs to provide more communication practices. These phenomena raise some questions to the English teacher and the researcher on how to solve the problems. As mentioned previously, the researcher tried to find the effective solution to increase the speaking ability of students at SMP Muhammadiyah 2 Mlati by using mingling games as a technique of teaching speaking, which is the subject of the research. Based on the reasons above, the researcher would like to conduct a study on “USING ENGLISH MINGLING GAMES TO IMPROVE THE SPEAKING SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE ACADEMIC YEAR OF 2013/2014”.

B. Identification and Limitation of the Problem

Based on the background of the research there are some problems related to students' speaking skills in SMP Muhammadiyah 2 Mlati in VII B class, the researcher found some problems as the following:

Firstly, the students had low motivation in learning. During the class, they spent their time playing, sleeping, and doing something unrelated to the English lesson.

Secondly, the English teacher took only a little role in his teaching and rarely developed learning activities for the performance of students' language skills. These problems make classroom English learning activity

tiresome because it is monotonous and less challenging for some students. The teacher's teaching techniques cannot accommodate the students' needs to communicate with and learn the language effectively. For example, the teacher only used repetition when teaching speaking.

Finally, media in the classroom like course books, projector and the like were very limited. This school only has one language laboratory. However the teacher cannot operate this facility. It happens because the school principal only built the laboratory without getting the teachers involved.

The study used those three problems as basic to implement an alternative to speaking activities. The researcher found the ideal method to solve these problems and focused the study on using mingling games to solve these problems. The mingling games used in the classroom activity were doing a large group discussion in order that the students speak English.

Based on the problems above, the researcher focused the study on the efforts to improve the speaking skill through mingling games for VII B grade of SMP Muhammadiyah 2 Mlati in the academic year of 2013/2014.

C. Formulation of the Problem

Based on the explanation of the problems mentioned in the identification and limitation of the problems, the problem in this research is formulated as follows: How can the mingling games were used

effectively to improve the process of teaching and learning of speaking in VII B grade of SMP Muhammadiyah 2 Mlati in the academic year of 2013/2014?

D. Objective of the Study

The study is aimed at improving skills of speaking of Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014 through mingling games.

E. Significance of the Research

This study is expected to be beneficial for:

1. English teachers in SMP Muhammadiyah 2 Mlati; the findings of this study are expected to become a source of information about the ways to improve the teaching and learning quality.
2. Institutions that provide English Teacher Education Program; this study is expected to become an input in empowering the teachers of English to improve the students' speaking skills in teaching and learning processes by using mingling games.
3. Other English Education students of Yogyakarta State University; the findings of this study are expected to become one of the sources or reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

4. The researcher himself; this study is expected to increase his awareness of the contribution of games to improve the students' speaking skills in teaching and learning processes and to give the experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW

In the literature review, the researcher discusses theoretical review, reviews of related study and conceptual framework.

A. Theoretical Review

In the theoretical review, the researcher discusses some theories and research studies which are relevant to the topic. It has been mentioned in the previous section that the aim of the study is to improve students' speaking skills. Thus, in this section the discussion will center around review on the speaking, micro-skills of speaking, teaching speaking, problems in teaching speaking, some solutions, media and games. In addition, reviews on related research studies will be highlighted.

1. Speaking

a. The Nature of Speaking

According to Brown & Yule in Nunan (1989), spoken language consists of short, often fragmentary utterances in a range of pronunciation. It deals with the ability to convey meaning through words that have to be pronounced. There is often a great deal of repetition and negotiation of meaning between one speaker and another.

Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, &

Williams: 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that.

Speaking is a productive skill that can be directly and empirically observed (Brown, 2001:140), involving two people who are engaged in talking to each other (Harmer, 2007:67), using language to express meaning so that other people can make sense of them (Cameron, 2001:40).

The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process. This situation involving two people who are engaged in talking to each means sharing the understanding with each other.

The speakers deliver their intention in appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. The participants have the same knowledge so that the speaker's intended meaning will be easily delivered.

b. Micro-skills of Speaking

Brown (2001:271-272) proposes a list of Micro-skills for oral communication skills. They are mentioned as:

- a. produce chunks of language of different lengths.
- b. orally produce different among the English phonemes and allophonic variants.
- c. produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. produce reduced forms of words and phrases.
- e. use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. produce fluent speech at different rates of delivery.
- g. monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. use grammatical word phrases (noun and verbs), systems (e.g., tense and agreement), word order, patterns, rules, and elliptical forms.
- i. produce speech in natural constituents-in approach phrases, pause groups, breath groups, and sentences.
- j. express a particular meaning in different grammatical forms.

- k. use cohesive devices in spoken discourse.
- l. accomplish appropriately communicative functions according to situations, participants, and goals.
- m. use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- n. convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- p. develop and use a battery of speaking strategies, such as, emphasizing key words, appealing for help, and accurately assessing how well your interlocutor is understand you.

2. The Teaching of Speaking

Harmer (2007: 345-348) gives some important points related to the teaching of speaking. They are the students' reluctance to speak and take part in the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including:

- a. Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
- b. The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.
- c. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
- d. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

Brown (2001:275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies, such as:

- Asking for clarification (What?)
- Asking someone to repeat something (Excuse me?)
- Using fillers (I mean, well)
- Using conversation maintenance cues (Right, Yeah, Okay)
- Getting someone's attention (Hey, Say, So)
- Using paraphrases for structures one can't produce
- Appealing for assistance from the interlocutor (to get a word or phrases, for example)
- Using formula expressions (at the survival stage) (How much does ____ cost? How do you get to the ____?)
- Using mime and nonverbal expressions to convey meaning.

English is one of the compulsory subjects taught in Junior High School in Indonesia. The major aims of English are as follows:

- 1) to develop communicative competences both written and oral ones to achieve the functional literacy level.
- 2) to have awareness about the nature and the importance of English ability in the global community; and
- 3) to develop students' understanding about the relationship between culture and language.

In the attempt to realize those learning objectives, the teaching of speaking in the class described in lesson plans will adopt the P-P-P

cycle (Presentation – Practice – Production) approach proposed by Skehan in Richards (2006). This approach views communicative competence as involving the speaking skills of the students. It consists of three stages, namely *Presentation*, *Practice* and *Production*. Since assessment towards students' speaking ability, the lesson plans therefore will adopt this procedure. Below is the explanation of the stages of the P-P-P cycle using the technique of Mingling games.

(1) Presentation

In this stage, students are introduced to the social activity of conversational situation by investigating the model of the example activity. The new grammar structure is presented, often by means of a conversation or short text. The researcher also explains the new structure and check students' comprehension of it.

In the relation to the implementation of Mingling games, the activities done will be focused on example of conversational texts. The students were invited to speak some conversational text that given by the researcher. The students also identified what is the topic of the situation, including the location, people that did the conversation, etc.

(2) Practice

In this stage, students are practicing the expressions using new situations with some simple exercises. In this phase, the

students comprehension will be enhanced with some fun activities such as in pairs activity and large group discussion. The students also tried to do the conversation activity spontaneously in their groups to make the students more understand the materials.

(3) Production

In this stage, students practice using new structures in different contexts or information of situation given by the researcher in order to develop students' speaking skills.

3. Problems in the Teaching of Speaking

Brown (2001: 270-271) claims the problems in teaching speaking such as:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels all form special problems in teaching spoken English (see the section below on Teaching Pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performances variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

The researcher make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the tasks from the researcher in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

In the speaking activity, learning to produce waves of language in a vacuum would rob speaking skill of its richest component and the creativity of conversational negotiation.

Rivers (1981:187) adds, such features as pitch intonation, stress and duration, assimilation, juncture, elisions, liaisons at word boundaries, and expensive features like tone of voice and gesture are often all but ignored. The problems of teaching speaking are as follows:

- Students' motivation,
- Students' reluctance to involve themselves,
- Grouping the students,
- Teaching media,
- Classroom management,
- Assessment techniques, etc.

4. Some Solutions

According to Littlewood (1981: 17-18), to cope with the problems mention above, the teachers may refer to the communicative actions, such as:

- a. To provide “whole-task practice”

Whole task practice allows the students to practice the language not only in the part of skills, but also in the total skill. In this session, the teacher provides the learners with various kinds of communicative activities and organizes them in order to suit the ability level of the learner.

- b. To improve motivation

As learners’ final objective in learning a language is to participate in communication with others, their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

- c. To allow natural learning

Because many aspects of language learning take place through natural processes, they operate well then the learner uses in the real and natural communication.

- d. To create a context which supports learning

Activities which provide opportunities for positive personal relationship between the students and the teacher and create an environment that can support individual effort in learning are those that enable the students to communicate well. Communicate activities are ones to be mentioned to fulfill those requirements.

Teachers also need to have knowledge and understand the role of the teaching speaking including setting, student motivation, learner's factor, media, etc. The teaching-learning process needs cooperation between the learners and the teacher. Teachers should be creative and are also able to modify their teaching techniques if it is possible. The teachers also need to make the students highly motivated in learning English.

5. Teaching Speaking Communicatively

The activity in English classroom should be encouraging the students to be able to communicate in English. It is happens to increase the students' motivation in learning English. The teacher use some steps to improve the students' motivation and ability in learning English in the classroom. The activity in Mingling Games technique make the students become more active to speak in groups activity. Teacher can be teaching speaking communicatively using this technique to motivate the students and also to increase the students' ability to communicate in English.

6. The Mingling Games

a. The Nature of Mingling Games

The Mingling Games are an activity in which students move around and talk to each other to get some information needed. This

Mingling Games are often designed to practice question asking and answering (Yates, 2008 in Samsuli, 2001). In the mingling games, the students should wander around the classroom then mingle with their classmates by finding a partner they have not worked with, ask questions to each other and record the answers they get. They usually carry out this mingling activity until students have a chance to talk to some students. The mingling games require students to tell each other what they really think about a given topic. By asking and answering questions on cards, the students get the opportunity to say what they really think about something and to discuss a topic in depth and to express their emotions. The teacher may need to pre-teach certain vocabulary items and/or a specific structure, but once the activity begins, it is up to the students to express themselves.

In this case, the mingling games which were applied in teaching speaking skills are “I’m unique”, “ I’m the same too”, “guess and find”, and “find someone who”, especially in performing short dialogues and oral reports to the VII grade students of SMP Muhammadiyah 2 Mlati.

Case (2008) admits that the Mingling Games are one of the most popular TEFL games. They are good to get students up and move around and ask questions to match people to inform that they have given, so that they loosens their inhibitions and wakes them up. He also

lists 15 variations of the mingling games which make students to equally involved.

1. I'm Unique

Students have to find out something that is true only of themselves in the class, e.g. ability only they have ("can"). They go round asking the same question (e.g. "Have you eaten crocodile?") until they have asked everyone. If at any time they find out that it is also true of someone else, they should quickly think of another thing and start again.

2. I'm the Same Too

In this case, students stand up and try to find people who have things in common with them, e.g. the same number of sisters. As in most of these variations, it is important that they change partner after just one question. This is good for auxiliary verbs practice (So do I etc.).

3. I'm the same too Two

In this slight variation on I'm the Same Too, students can't move onto another partner until they have found one thing they have in common with the person they are talking to. Every

time they change partners they have to ask different questions- they can't get one point for "We are both Spanish" each time!

4. I'm the same too Three

In this case, students have to find things that they have in common with the other students with a different short answer each time, one "So do I", one "So am I", one "So can I" etc.

5. Guess and find

Before students stand up and start asking questions, they have predicted what will be true, e.g. how many people each of the statements on their worksheet something is true for ("_____ people can play the guitar" or "5 people can _____")

6. Find what I've written

Each student writes one or more true statements about themselves on slips of paper. The slips of paper are then taken in and distributed so that people have statements about others. Students stand up and race to find the people who wrote those things (or anyone else the same thing is true for).

7. The snowball game

This is a variation on “Find what I’ve written”. When students have written their true sentences, they screw them up into balls and when the teacher says start throwing them around like snowballs, including pick up other people’s “snowballs” and throw them. After one minute, students pick up snowballs close to them and go around trying to find who each statement is true for.

8. Answering the question to find someone

In this variation of Find What I’ve Written, students only write a very short and vague piece of information about themselves, e.g. “three” or “London”. Students then have to guess what the question might be for the piece of information they receive, e.g. “How many sisters do you have?” and go around asking that question or change to other questions until they find the right answer. The people answering shouldn’t say whether they wrote that or not, but just ask the question they are asked.

9. Shouting find someone who

Any of the variations can be played this way, which just involves giving them an activity where they have to speak to everyone in the class but not letting them stand up.

10. Shout or stand find someone who

If you have a class which is reluctant to speak loudly or to stand up, give them the choice of deciding which is the lesser of two evils by telling them they have to speak to everyone but not telling them how. Most classes will start by speaking to their partner, speaking slightly louder to someone further away etc. until they are standing up without any protests

11. Say hello wave goodbye

Like introducing “So do I”, this variation adds both more language and more fun. Students have to do the Find Someone Who activity whilst pretending they are at a cocktail party or similar and starting and ending each conversation with suitable language.

12. Don't say goodbye

In this variation on Say Hello Wave Goodbye, all the students are given role play cards with their Find Someone Who tasks on, but some people's tasks only say "Keep your partner speaking for as long as possible". Anyone who starts speaking to that person then has the additional challenge of politely ending the conversation so that they can move onto speak to someone else.

13. You'll never find someone who

In this variation, students set each other Find Someone Who tasks. This can either be something they think is not true of anyone in the class, or something they know is true but they think is difficult to guess who.

14. You'll never guess who

In the gossip version, people have to try to find the answers to as many of their questions as they can whilst speaking to the minimum number of people. They do this by passing on all the information they have found so far, including things they don't need to know but they found out because they know someone else was looking for it. You can also get them to trade pieces of information.

15. If you tell me who

In this variation on You will Never Guess Who, students exchange information so they can find the information on their role cards as quickly as possible, but only giving people information they need if they can trade it for different information they are looking for.

To sum up, through well-prepared communication output activities such as the mingling games, the teacher can encourage students to experience the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more. However, the mingling games can also be exploited in many other communicative activity types, such as, interview, question and answer, comment-response, sharing, task completion, even information gap activities.

b. Reviews of Related Study

The use of language games in teaching speaking has been investigated by some previous researchers, especially for the purpose of improving the speaking skills of the students.

Ihtiara (2011) who conducted her research using games on improving the speaking ability of the students at SMKN 1 Godean

finds that the use of games in the language teaching and learning can improve the students speaking ability. In her research, she used some games to increase the students' ability of speaking.

Syamaun (2005) implemented the use of language games to improve the speaking ability of the second year MTs students. The game that was applied in his research is a guessing game. The finding shows that the game challenges the students to share the ideas in speaking activities. The students also have positive responses in learning speaking in terms of asking and answering as well as in producing comprehensible sentences in which they could speak continuously without using many pauses during the speaking activity.

The other research was conducted by Sa'adah (2008). She applied the research to improving students of MTs Al-Ihsan Kalijaring Jombang using picture game and finding five differences game. By using the pictures given, the students were asked to describe them in front of the class. She made a conclusion that using language games can improve the students' participation as well as the students' speaking ability.

To summarize, the previous studies above show the benefit of the use of the language games in improving the students speaking ability. Therefore, the researcher is interested to apply a language game with the mingling games to improve the speaking skills of the seventh grade students of SMP Muhammadiyah 2 Mlati.

B. Conceptual Framework

Learning a language is not only learning about its structure or functions. It should also involve the four language aspects of language, namely the four language skills. In the teaching and learning of English these skills should be proportioned in balance. English teachers should not neglect certain skills because they are not required in the final exam. Unfortunately, the fact is far from the ideal one.

Teachers in general only emphasize on what the learners need to face the final exam. They focus on teaching written language and neglect the oral one. As a results, students lack experiences in using or producing the language orally. They even have difficulties to communicate in English although they have learnt it for years.

Speaking is the basic means of human communication. In the EFL teaching and learning, it has been viewed as the most demanding of the four skills. There are many factors that might cause speaking difficult according to the students and the teachers. Some of them are related to the students' limited encounter with English spoken language and opportunities in practicing it orally. Most of the students lack vocabulary mastery. They are also often unsure about the pronunciation of some words. The lack of grammar makes them inaccurate in their speaking. Moreover, they are afraid of making mistakes when they want to produce their English orally. This makes the students become passive and unmotivated in the speaking teaching and learning process.

The students are reluctant to speak English because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

The advantages of mingling games is using large group, so that students are motivated to express their ideas in a group activity. The problems of speaking in this school are the students who lack confidence in communicating in the classroom activity. Finally, by using the mingling games as a learning method is expected to improve students' speaking ability to communicate in English.

There are some benefits in using games in teaching and learning process. They are:

- a. They spur motivation and get students very absorbed in the competitive aspect of the game.
- b. They lower students' stress of the game.
- c. Students learn without realizing that they are learning.
- d. Improving students' proficiency (Deesri, 2002)

From the observations, the researcher also found some problems. They are related with students' motivation, involvement, attention span, lacked confidence in speaking, the teacher role and media. The researcher and the English teacher decided to use mingling games as one of the best solutions to those problems.

CHAPTER III

RESEARCH METHOD

This part discussed about research method that is divided into some sections. They are the design of the research, the subjects of the research, the target community setting, the place and time of the research and the procedures/steps of the action research.

A. The Design of the Research

In the objective of this research, it is stated that this research aims at improving the speaking skills of the students through the use of conversational assessment; hence this research is action research. It tries to find the problems during the English teaching and learning process especially in teaching speaking and tries to find the solutions of the problems.

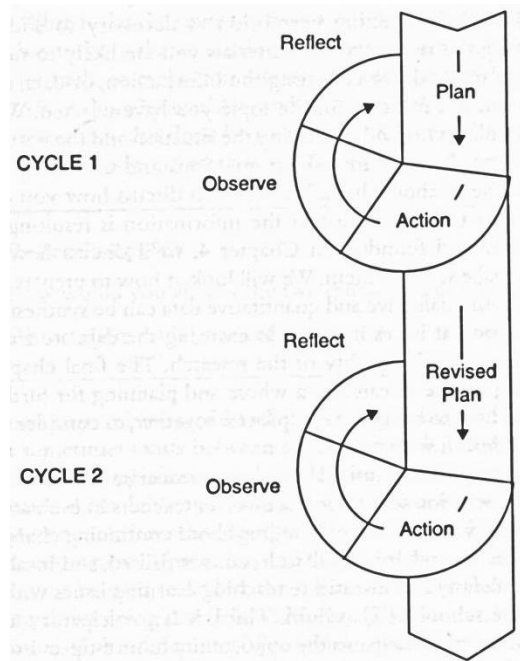


Figure 1. Cyclical AR model based on Kemmis and McTaggart in Burns (2010)

B. The Subjects of the Research

The subjects of this study were VII B students of SMP Muhammadiyah 2 Mlati. The choice of the class was based on the information from the English teacher that Grade VII B students have difficulties in speaking in English. It happened because the students were generally academically low and most of them were not acceptable in state school. Therefore, the ability of the students to understand what their teacher teaches still needs to be improved.

C. The Target Community Setting

The setting of this research was SMP Muhammadiyah 2 Mlati that is located in Mlati, Sleman. This school has 10 classrooms, 1 teachers' room, one room for the school principal's office, laboratories for computer, one for the official administration. It also has a basketball court, toilets, canteens, parking area, and a library. For the 357 students, 21 teachers and 5 staffs, these facilities give them some contribution to the teaching and learning process.

In this school, English is taught in 4 x 35 minutes per week. Moreover, this school also has extracurricular activities such as Hizbul Wathan, bands, reading the Qur'an, soccer and basketball.

During the English classes, the students usually listen to the teacher's explanation, work on the exercise given, discuss the

answers, and so on. The materials given in the English classes are sometimes unrelated with the curriculum. For example, the teachers gives the materials only reading and writing, the teacher used that skills because the semester examination just only tests reading and writing skills.

D. The Place and Time of the Research

This research was conducted in SMP Muhammadiyah 2 Mlati with the seventh grade students in VII B class as the participants. They are those who were in the second semester by the academic year of 2013/2014.

This research was carried out during the English class which was held twice a week in VII B class. The scheduled classes are on Friday at 08.40 – 09.50 and Saturday at 07:30 – 08:40, These action lasted for in 2 X 35 minutes per meeting on November 2013.

E. The Procedures / Steps of the Action Research

The structural steps done referred to the steps suggested by Kemmis and Mc. Taggart (1988) in Burns (1999:32) that action research occurs through a dynamic and complementary process, which consists of four essential moments of planning, action and observation, reflection.

1. Planning

In this step, the lesson plans, the materials, and the research instruments were prepared. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied hand out and others were written in the whiteboard. While the research instrument such as the interview guideline, the pretest scoring rubric and its criteria, the questionnaire were designed by considering the kinds of data needed.

2. Action and Observation

These research actions were carried out in two cycles. Each cycle was done in three meetings and two meetings. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as an observer (Abbreviated E), while the researcher acted as the action taker (R) and the collaborator from the Yogyakarta State University acted as an observer (N). Students acted as the subjects of learning (Ss). In this writing these abbreviations were used in the tables, field notes and interview transcripts.

In this stage, the plan was carried out in the classroom. Besides, the researcher also marked some changes and

revisions in the used of mingling games and the grouping techniques as solutions of the problems. The implementation of the teaching and learning process was observed by the teacher and the collaborator to give the researcher feedbacks on his teaching techniques.

Observation Checklist

Date : Friday, October 25th, 2013

Meeting : 1st

Class : VII B

Semester : 1st

Material : My Lovely Home

Check each item in the column that most clearly represents your observation!

No.	Observation Items	Observation Score					
I.	The Teaching and Learning Process	0	1	2	3	4	5
A.	Pre-teaching						
	1. The teacher greets the students					V	
	2. The students respond to the greeting			V			
	3. The teacher asks the students' condition					V	
	4. The students tell their condition to the teacher				V		
	5. The teacher calls the roll				V		
	6. The teacher outlines the materials				V		
	7. The teacher explains the goal of teaching and learning			V			
B.	Whilst teaching						
	1. The students are ready to learn the materials					V	
	2. The teacher asks the students to read the dialogues						V
	3. The students read the dialogues			V			
	4. The students identify the expression used in the dialogues				V		
	5. The teacher gives chances to the students for asking questions					V	

	6. The students ask question			V			
	7. The students ask to their classmates			V			
	8. The teacher checks the students' understanding					V	
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		V				
	10. The students cooperate well in groups			V			
	11. The students speak in English			V			
	12. The students use dictionary to help them	V					
	13. The students offer themselves to be the volunteer				V		
C.	Post-Teaching						
	1. The teacher summarizes and reflects the lesson		V				
	2. The students reflect their learning		V				
	3. The teacher previews on the upcoming materials					V	
	4. The teacher gives rewards and motivate the students to participate more in the next meeting				V		
D.	Class Situation						
	1. Students' enthusiasm/motivation				V		
	2. Students' involvement				V		
	3. Time allocation					V	
	4. The use of media			V			
	5. The teacher instructions						V

Description :

- | | | | |
|---|------------------|---|-----------------|
| 0 | : not applicable | 3 | : above average |
| 1 | : unsatisfactory | 4 | : excellent |
| 2 | : average | 5 | : perfect |

3. Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team comes to the deep thinking on how to improve the effectiveness of the teaching-learning

process so that the improvement desire by the researcher and the teacher can be achieve. The reflection session were expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

While the evaluations were done in three ways, the first was short term evaluation which was done in every meeting and the second one was long term evaluation which would be done in every cycle/every week, and the last one was the evaluation of the overall practices which would be done in the end of the cycle. The evaluation involved the researcher, the collaborator, and the English teacher.

F. Instruments and Data Collection Techniques

1. Observation

Observation of the implementation of the teaching and learning process provided useful information. There were various observation techniques that could be applied in the classroom setting. Some of the techniques provide a detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plan, time notation, dialogue, recording, and videotapes. The observation data can be useful in giving the teacher

feedbacks on her instructions. Observations also validated information collected through teacher interviews.

In this research, the researcher applied structure observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior and the classroom situation. Furthermore, field notes were used to gather information about the teaching and learning process in general as one of the observation techniques.

2. Interview

Interviews were used as valuable instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner et. al, 2007: 25).

Interviews can be done with or without guidelines. However, guidelines may help the interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open ended questions.

Interviews can provide information gathered through the students' own reflection, observations, and interactions with the teacher. Students' response to

interviews may also provide their perceptions on what occurs in a classroom.

The researcher analyzed the data by addressing the data into some categories contained certain patterns indicating students' perception, behavior, observation, etc. Data gathered from students with other data collection instruments could be used to validate findings.

In this research, interviews were used to gather the data about the students' feelings during the teaching and learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning and their perceptions on the instructional materials.

3. Test

Tests provide a picture of students' achievement at any given point although there were more authentic assessments such as portfolios and observations. Kutner et. al. (2007:33) suggested that to determine whether change or growth has taken place, however, some sort of pre- and post- measured are required. He also suggested that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and used the same or a similar instrument, test them at

specified intervals throughout the instructional process.

Those measures were revealed what students had actually learned from instruction.

G. Data Analysis

Burns (1999) suggested four steps to analyze qualitative data. They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. However, this research only uses assembling the data, comparing the data, building interpretations, and reporting the outcomes.

1. Assembling the data

In this step, the researcher assembled the data such as field notes, questionnaires, interview transcribes, and so on and scan the data in a general way to show up broad patterns so that can be compared and contrasted. Thus, the researcher could see what really occurs in the field.

2. Comparing the data

Once the data have been coded, the researcher needed to see whether the patterns are repeated or developed across different data collection techniques. Besides identifying relationships and connections between different sources of data, the other things that the researcher could did was

mapping frequencies of occurrences, behaviors or responses.

3. Building interpretations

The third stage is the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999:159).

After that, discussions with the collaborator are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

4. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the finding and the context,

and suggesting how the project has been feed back into practice so that it could lead to other areas for research.

H. Validity and Reliability of the Data

To maintain the validity of the data, five criteria proposed by Burns (1999:161) are employed. Those five criteria are:

1. Democratic Validity

Democratic validity is related to the point that the research is truly collaborative. To fulfill the democratic validity, every participant was given enough opportunity to give their opinions, thoughts, feelings, concerns, and expectations during the research. The process was through some discussions involving the head master, the English teacher, the collaborator, and the researcher. The first discussion held on 25th October 2013 to plan the actions. During the research, some discussions were held to monitor the progress of the research. In the end of every meeting, the English teacher, the collaborator, and the researcher had a discussion to reflect the actions of that day.

2. Outcome Validity

Outcome validity is related to the concept of actions leading outcome that are successful in the research context.

To fulfill the outcome validity, indicators that show the improving of the English speaking learning process were:

- a. The students were able to answer the questions and did tasks from the teacher by doing the mingling games.
- b. The students had high motivation in the speaking learning process.
- c. The students did not feel shy or reluctant to speak English.
- d. The students reduced the anxiety by real-time doing interaction.
- e. The teacher used various and appropriate technique in teaching speaking.
- f. There are various materials and activities in the teaching and learning process.
- g. The used of maximal media in the speaking and learning process.

3. Process Validity

Process validity raises questions about the dependability and competency of the research. To gain the process validity, the researcher collected the data by doing observation and taking note during the research, it means

that everything that is happen in the teaching and learning process will be note by the researcher.

4. Catalytic Validity

It allows the participants to depend their understanding of the research by monitoring other participants. The researcher fulfills the catalytic validity by interviewing the collaborator and the students and asking the students to give their feedback about the action that will be implementing.

5. Dialogic Validity

It is related to the notion that the research will be conducted through reflective dialogue with critical friends or other practitioner researcher fulfilled the dialogic validity by having discussions with the English teacher and collaborator.

While using those principles, the reliability of the data will be gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (Burns, 1999: 163–164) techniques used in this research were:

1. Time triangulation: in which the data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher

gathered the data about the improvement on speaking skills through having pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

2. Investigator triangulation: more than one observer was involved in the same research setting to avoid biases. In this research the collaborator (C) and the English teacher (T) were in charge of observing the teaching and learning process so that both observers contributed much in the making of the current field notes and observation checklist.

I. Research Procedure

The research used the procedure of Action Research proposed by Kemmis and Mc Taggart with some modification. The procedure is as follows:

1. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher and also another research member. Moreover, in this step, the researcher found some informations concerning on the English speaking learning process. The researcher were observed the English teaching and learning process and interview the

English teacher and the students to identify the existing problem on the English speaking learning process. Then, the researcher selected some feasible problems could be solved in the research. After that, the researcher determined some plans related to the problems on the English speaking learning process.

2. Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to select the actions that would be feasible to be implementing in the field. In planning the actions, the researcher worked together with the English teacher of grade VII SMP Muhammadiyah 2 Mlati.

3. Acting and Observing the action

The action plan was implemented in the two cycles. Those cycles were done in three meetings and two meetings. The meetings were held every Friday and Saturday. The topics are adapted from BSE books. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and did interviews with some students of grade VII B after the actions have been done. The English teacher and the collaborator helped to observe and noted the process of the

teaching and learning process. Based on the observation, field notes and interviews, the team discusses the implement actions and analyzing the result. The result of the discussion would serve as an evaluation to be used to improve the next actions.

4. Reflection

Based on the observation, the researcher and collaborator made a reflection of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection is useful to show the effectiveness of the action conduct in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the action and define the effective and ineffective implementation during the actions. The collaborator gave contributions to the reflection on the action that is taken. It is aimed to find out whether the actions are successful or not. The successful actions were used and applied in the next cycle, but those which unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

THE RESEARH PROCESS, FINDINGS, AND INTERPRETATIONS

This chapter consists of the description of action steps. They are the sharpening of the problems, the reports of cycle 1 and cycle 2, and the general findings and discussions concerning the actions.

A. Sharpening of the Problem-Reconnaissance

To clarify the understanding about the problems existing in SMP Muhammadiyah 2 Mlati, observation and interview was conducted on 25th October, 2013. The observations revealed that in the English teaching-learning process the teacher tended to use the course book without applying various sources. The teacher did not use various media. He seldom used English in the class to make the students get used to listening and responding his instruction in English.

Furthermore, after having some discussions with the English teacher, the researcher identified some problems that occurred in SMP Muhammadiyah 2 Mlati. There are 10 identified problems. Those problems are stated as follows:

- a. The students had low motivation to learn and to speak in English.
- b. The students were shy and afraid to speak in English.
- c. The students' vocabulary mastery was still low.
- d. Some students tended to be noisy during the teaching and learning process.

- e. The students were not familiar with classroom English during English classes.
- f. The English learning-teaching activities were monotonous.
- g. The tasks were not well organized and not interesting enough.
- h. The classroom management did not run well.
- i. There were limited media used in the English learning-teaching process.

Table 1

The Field Problem

No.	Problem Found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Some students did not answer the questions asked by the teacher. 2. Some students did not do the activity given by the teacher.
2.	The students had difficulties in following the lesson.	1. The teacher explained the materials more than once. 2. Some students gave the wrong answers when the teacher asked them some questions.
3.	The students were shy and afraid to speak in English.	1. Some of the students kept silent when being asked by the teacher. 2. When the teacher asked the students why

		they kept silent in the speaking process, they said that they kept silent because they were shy and afraid of making mistakes.
4.	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> 1. Some students chatted with their friends during the teaching learning process. 2. Some students walked around the classroom instead of working on the task.
6.	The students were not familiar with classroom English in the English learning teaching process.	<ol style="list-style-type: none"> 1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Bahasa Indonesia.
7.	The English learning teaching activities were monotonous.	<ol style="list-style-type: none"> 1. The teacher only asked the students to read some texts and translate some sentences on the text book.
8.	The tasks were not well-organized and not interesting enough.	<ol style="list-style-type: none"> 1. The tasks that were given by the teacher only reading some dialogues or texts from one book.

9.	The classroom management did not run well.	1. The number of the students in the classroom was too many.
10.	There were limited media in teaching and learning process.	1. The teacher only used one course book without any other media

From the identified problems above, then the researcher, the teacher and the collaborator decided some critical problems that were feasible and manageable to solve as follows:

- a. The students showed low motivation to learn and to speak English.
- b. The students were shy and afraid to speak English.
- c. The tasks were not well-organized and not interesting enough.
- d. The teacher did not use various techniques in teaching speaking.
- e. The students were unfamiliar with classroom English.
- f. The teacher gave less opportunity to the students to practice English orally.

Here is the table of field problems found in the speaking and learning process at SMP Muhammadiyah 2 Mlati:

Table 2

The Feasible Field Problems to be solved

No.	Problem Found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Some students did not do the tasks that were given by the teacher.
2.	The students were shy and afraid to speak in English.	1. Some students kept silent when being asked by the teacher. 2. When the researcher asked the students why they kept silent, the students said that they kept silent because they were shy and afraid of making mistakes.
3.	The tasks were not well-organized and not interesting enough.	1. The tasks only from course book and just read dialogues.
4.	The teacher used limited technique.	1. The teacher only taught according to the one course book.
5.	The students were not familiar with classroom English in the English language teaching process.	1. The students asked the teacher to code switch to Bahasa Indonesia. 2. The students asked the teacher to use Bahasa Indonesia.

6.	There were limited media in teaching and learning process.	1. The teacher only used one course book without different sources.
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B. Report of Cycle 1

1. Planning

As stated in the previous part, the crucial problem related to the English teaching and learning process was the lack of students' opportunities to practice speaking. Based on the problem, the aims of the first cycle of the research were as follows.

- a. To motivate the students in learning and speaking English.
- b. To make the students more confident to speak English.
- c. To make the teacher use interesting and various techniques in teaching speaking.
- d. To make the students get familiar with classroom English.
- e. To provide more media in the speaking teaching and learning process.

Based on the result of the discussion with the research team members on 28th October 2013, the actions planned for the first cycle that would be performed were:

- a. Implementing the Mingling Games technique.
- b. Using the classroom English effectively.
- c. Using media in teaching speaking, and

d. Giving various and interesting tasks

The actions mentioned above were designed to improve the students' motivation to learn and speak English, and also to improve the English speaking learning process. Mingling games were chosen because it was an interesting and appropriate technique in teaching speaking. Not only they gave the students more opportunity to interact with their friends, mingling games also increased personal communications between teacher and students that were necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students took ownership of their learning and negotiate meanings rather than relied only on the teacher authority.

In addition, using the mingling games technique can improve the positive changes in students motivation and respect others' ideas. The students also have some opportunities to learn higher level when reporting ideas in front of the class. The mingling games also ensure that no students was left out during the discussion. This technique is also used for making the students active during the speaking teaching and learning process. Since this technique is used, the students gets the same turn to speak up in front of the classroom.

The researcher also planned to use classroom English during the process in order to make the students more familiar with English words and speak English more actively in the class. Furthermore, the researcher also planned to use interesting tasks to make the students

interested in the learning speaking. The small groups and large groups discussions were taken from some BSE books. The researcher planned to use media to attract the students' attention and to make the students more motivated in classroom activity. By using some BSE books, the researcher explained the materials more easily.

2. Action and observation in Cycle 1

Based on the planning that was agreed, the researcher, English teacher and collaborator implemented 3 actions. They were done on three meetings. During the English teaching and learning process in the classroom, the researcher took the materials from the BSE textbooks *Let's Talk*, *English in Focus* and *Scaffolding*.

a. Implementing the Mingling Games technique

Mingling games were also implemented in almost every activity in the lesson. The first meeting was conducted on 2nd November 2013. The theme was about expressing command. In this meeting the teacher focused on commanding someone to help people do the command.

Before explaining the material, the researcher asked the students to do simple activity like "sit down", "stand up", etc but some students just smiled. Then the researcher asked the students to be more active because this activity needs every one to get involved.

After having a warming up the teacher explained the materials of expressing command. The researcher used interesting small groups

activity in explaining the materials and it made the students become more enthusiastic in following the lesson. After explaining the lessons, the researcher asked the students whether they would ask some questions about the materials explained, but only one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process. It can be seen from the field note below.

Interview

R: "*Selamat pagi, namanya siapa?*"

"Good morning, what's your name?"

S: "*Chika, Pak*"

"Chika, sir"

R : "*Menurutmu, bagaimana pembelajaran hari ini?*"

"In your opinion, how about the lesson today?"

S : "*Seru Pak, lebih seru dari biasanya.*"

"Interesting, sir. Today more interesting than usual"

R: "*Kok bisa? Apakah karena media pembelajaran tadi?*"

"Why? It is impact from the media that used today?"

S : "*Iya Pak, lebih seru dengan kegiatan berkelompok tadi.*"

"Yes, Sir. It is more interesting with doing activity in groups"

R : "*Ada kekurangan dan saran dari pembelajaran kali ini?*"

"What is your opinion dan suggestion from the lesson today?"

S : "*Banyak yang rame dan kosa kata nya susah, Pak.*"

"The class condition too crowded dan some vocabularies were difficult."

(Interview, November 8th, 2013)

After explaining the materials then the researcher gave the students some practices. Mingling games were used in every practice. After that, the teacher gave the students the tasks and also the mingling games sheets. The students had around 10 minutes, after that

they discussed in their groups. After discussion, they did presentation in the classroom. It can be seen from the following field note.

....Semua siswa nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan tepat. Aktivitas Mingling Games pada kegiatan ini dengan berkelompok secara berpasangan. Suasana menjadi lebih gaduh karena ada grup yang telah selesai sehingga grup lain juga berusaha untuk lebih cepat selesai... (...The students seemed happy playing the game and they wanted to be the first group who could finish first and answer correctly. The Mingling Games technique in this activity with the group in pairs. However, the class became noisy because one group has finished so that other groups are also trying to finish it ...)

(FN03, Appendix B, Saturday, 2 November, 2013)

b. Using classroom English maximally

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by saying “Good morning” followed by asking condition by saying “How are you?”. The students answered the greeting slowly when they were asked about their condition with simply “fine” or “Fine, thank you, and you?”.

The researcher also asked “Who is absent today?” to check their attendance. The students were not able to respond it and looked confused, then the researcher translate it to Indonesian so that the students understood what the researcher said. For inviting questions, the researcher used “Is there any questions?” or “Any questions?” The students always answered “Not yet”.

During the lesson, the researcher sometimes thanked the students for participating by saying “Thank you” and sometimes complimented them “Excellent” or “Good”. At the end of the lesson, the researcher always used “Let’s say our prayer, Alhamdulillahirobbilalamin”.

The use of classroom English was attempted to make the students familiar with English so that they would not feel that learning English is difficult. The ability to respond to what the researcher said shows that the students could understand the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students more familiar with English.

c. Improving students’ motivation and involvement through games

The mingling games were planned in the second meeting aimed at introducing game as one of the activities with which the students could learn speaking. By reviewing the field note below, the researcher could note some behaviors performed by the students.

Interview

R : “*Namanya siapa?*”

“What is your name?”

S : “*Barna, Pak.*”

“Barna, sir.”

R : “*Bagaimana pembelajaran bahasa Inggris hari ini?*”

“How about the lesson of English today?”

S : “*Asik Pak, lebih paham dari biasanya*”

“Interesting, sir. I became more understand than usual”

R : *"Mengapa? Kegiatan dalam pembelajaran speaking seru ya?"*

"Why? Is speaking activity today more fun than before?"

S : *"Iya Pak, dengan kegiatan kelompok tadi cukup menarik, jadi lebih paham juga dari pada cara yang biasanya"*

"Yes, sir. It is more interesting in group activity, so we can more understand than previous methods"

R : *"Jadi lebih mudah ya?"*

"Became more easier?"

S : *"Materinya lumayan Pak, tapi kalau dengan pembelajaran seperti tadi menyenangkan, jadi terasa mudah Pak."*

"The materials were difficult, sir. But it looks easy when the activity like what I did today."

(Interview, November 9th, 2013)

3. Reflection of Cycle 1

The first meeting gave a good starting point for this research. The students welcomed the reseacher and the collaborator and they opened their ears for the research. In this meeting, it was assumed that the students knew what to do during the lesson and that they understood what desired by the researcher, the teacher, and the collaborator in the next meetings. They also made some improvements in performing dialogues in the practice and production session. Although some students could not enjoy the performance session because some of them did not feel confident with their speaking, most of them tried to speak English. In this meeting, the researcher used English as the medium of instruction. However, the reseacher should repeat some instructions when the students looked confused.

They wanted the researcher to be more assertive because the classroom was very crowded and to use Indonesian as the medium of

instructions. They also criticized the researcher's task in that some of the dialogues were too difficult for some students. The suggestion inspired the researcher to perform better in the next meeting.

In short, after conducting cycle 1, the researcher considered that:

- a) Adopting games was not always easy. Using games from some books needs some adaptations to the learner's need and their language level.
- b) It is better to design games that suit the students' language level and their need. Explaining the moral values can be done in the reflection session.
- c) Giving the students enough time for understanding and mastering the language used during the game and acting and enjoying the game are important.

4. Findings of Cycle 1

Based on what the researcher had planned, acted, and observed and reflected in cycle 1, the researcher came to the following findings:

- a) Classroom English was effective in improving the students' awareness on their own speaking ability.
- b) Mingling games were effective in improving students' motivation and involvement, and self-confidence in speaking in the classroom in English.

- c) Adaptations to the learner's need and their language level were a must when the teacher was going to use games in the classroom activities.
- d) Giving the students enough time for understanding the researcher instruction during the mingling games activity was recommended.
- e) The improvement on the students' speaking performance, vocabulary, self-confidence, involvement and motivation indicate the success of cycle 1. Besides, some experiences in using games for teaching and skills in managing the class were essential to cope with some problems happened in this cycle.

C. Report of Cycle 2

1. Planning

Based on the reflection done in the first cycle, the researcher designed mingling games to be more enjoyable to play. The researcher also preferred to have two meetings for difficult language functions. The most important thing was to make the students enjoy the activities so that they would speak English clearly. The researcher also avoided using large group in doing the mingling games which contains difficult words for the students.

Table 3

The Comparison of the Actions in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
Using classroom English and sometimes Indonesian translation.	Using English more frequently combined with Indonesian and accompanied by gesture and also giving the students a copy of classroom English summary.
Implementing the Mingling Games technique.	Implementing the Mingling Games and asking the students to share their answers or ideas in a group not in front of the class like what they did in cycle 1; Adapting games rather than adopting games.

2. Action and observation of cycle 2

Based on the finding in cycle 1, the researcher decided to using English more frequently combined with Indonesian and accompanied by gesture and also giving the students a copy of classroom English summary. The researcher decided to using English more frequently because in the cycle 1 the researcher using classroom English by some Indonesian translation was not very effective. The score was not maximal in cycle 1 that is why in the

cycle 2 the researcher modified the strategy. Meanwhile the planned actions in cycle 2 include the following practices:

a) Implementing the Mingling Games technique

The researcher also adapted Mingling Games for cycle 2 with large group discussion. The researcher avoided adopting games which are difficult for 1st grade students. The researcher decided to make matching words written in English and asked the students to find the Indonesian words. The researcher also determined the key expressions, key grammatical patterns and key vocabulary to teach.

After that, the researcher decided the type or strategy of the game, including how the students should produce the expressions whether they should practice them in pairs, groups or individuals. The researcher also considered the time and space which could be effective for the game. After adapting the game, the researcher applied it in the class and observed how the students practiced their speaking while acting the mingling games. However, the games were not running well because of ineffective time allocation, students' chatting among themselves and unclear instructions given in English. It can be seen from the following field note.

....Semua siswa nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan

tepat. Suasana menjadi lebih gaduh karena ada grup yang telah selesai sehingga grup lain juga berusaha untuk lebih cepat selesai...

(...The students seemed happy playing the game and they wanted to be the first group who could finish first and answer correctly. However, the class became noisy because one group has finished so that other groups are also trying to finish it ...)

(FN 05, Appendix B, Friday, 15 November, 2013)

To make the students understand how to speak in English, the researcher divided the students in large group discussions that focus on improving students' vocabulary skills. The activities are as follows:

- (1) The students count number from one to eight,
- (2) The students grouped according to the number,
- (3) The researcher distributed vocabulary list for each group,
- (4) Each group working on these activities, the discussion were also held almost in English,
- (5) When all of groups have finished, vocabulary list collected to the researcher,
- (6) The researcher distributed the vocabulary list to the random groups,
- (7) The students work corrected together.

The following is the list of vocabulary introduced during the games.

Vocabulary List

Matching English words with their Indonesian meaning correctly!

1. bedroom	a. Ruang keluarga
2. living room	b. kamar tidur
3. garden	c. setiap saat
4. pond	d. kolam
5. anytime	e. taman
6. guess	f. nyata
7. wardrobe	g. rak
8. shelf	h. boneka
9. dolls	i. menebak
10. positive	j. lemari pakaian
11. absolutely	k. setiap saat
12. cage	l. malahan
13. pictures	m. menggantungkan
14. instead	n. kandang
15. hang	o. gambar

While in cycle 2, the activity discussed about the students' house. This activity contains the numbers of bedrooms, bathrooms, and the condition. By in-pairs-mingling-games, the students learned new vocabularies. They are also able to master some words and pronounce them correctly.

- b. Using English more frequently combined with Indonesian and also giving the students a copy of classroom English summary

In cycle 2, classroom English was used more effectively accompanied by gesture to make the students understand the expressions. Classroom English was used in opening lesson, giving instructions, checking attendance, giving explanations and closing the lesson. When needed, English expressions were combined with Indonesian to overcome the students' problem in understanding the expressions. The researcher also gave copies of classroom English book summary to the students in order to make the students expressions by themselves. In the first cycle, there were some students who were eager to answer my greeting. In this cycle most of the students answered it correctly and enthusiastically.

Classroom English was also used to give some instructions. The students became more familiar with the classroom English. In cycle 1, most of the English expressions had to be translated to Indonesian, while in this cycle, English expressions were not only combined with Indonesian but also accompanied by gesture.

3. Reflection of Cycle 2

Some actions have been implemented as the effort in improving the English speaking learning process of class VII B. In the reflection, the research members gave their responses and comments toward the

implementation of the actions. The reflection involved interviewing with the English teacher, collaborator, students and researcher himself. Here is the description of the reflection in Cycle 2:

- a. Most of the students had a high motivation to learn and to speak English.
- b. Most of the students actively joined the speaking teaching and learning process, they were brave and not shy anymore to speak English.
- c. The tasks were well organized and attractive.
- d. The researcher used an interesting technique in teaching speaking (Mingling Games technique).
- e. Most of the students were familiar with and able to use classroom English.
- f. The researcher gave much opportunity to the students to practice English orally.

4. Findings of Cycle 2

- a. The implementation of mingling games showed positive result.

The use of Mingling Games gave many opportunities for the students to develop their speaking skill particularly in doing English orally and interaction with their friends using English.

Interview

R : *"Halo Barna"*
"Hei Barna"

- S : “*Iya Pak*”
 “Yes, sir”
- R : “*Bagaimana pembelajaran hari ini jika dibandingkan sebelumnya?*”
 “How about the lesson today comparing than before?”
- S : “*Lebih asik pak*”
 “More interesting, sir”
- R : “*Mengapa?*”
 “Why?”
- S : “*Karena kegiatannya tidak hanya kelompok kecil, tapi juga dalam kelompok besar Pak*”
 “Because the activity not only in small group but also in large Group”
- R : “*Kemudian?*”
 “Then?”
- S : “*Kami jadi lebih paham Pak, kemampuan speaking kami juga meningkat*”
 “We were become more understood the materials sir, our Speaking skill improved”
- R : “*Apakah kamu yakin?*”
 “Are you sure?”
- S : “*Iya Pak, yakin. Semoga ke depan bisa paham seperti ini terus*”
 “Sure, I hope I will always understand the materials”

(Interview, November 29th, 2013)

- b. The more frequent use of classroom English combined with Indonesian and giving the students a copy of classroom English summary were effective in improving students vocabulary ability.

The students became accustomed in using classroom English and they also responded to the teacher’s instruction enthusiastically. Further, giving the copies of classroom English summary the students makes the students know about some expressions used in classroom English and practice or say them in the classroom.

- c. Students performed gestures maximally when they were able to enjoy the game and familiar with the classroom speaking situation.
- d. Matching words activity was effective to improve the students' vocabulary mastery as before and during the game the researcher gave enough time to open the dictionary and to practice their pronunciation and memorize the meaning.

D. General Findings

Based on the reflection of Cycle 2, the researcher discusses about tests given to the students. The result of the students mean score before the research, in Cycle 1 and Cycle 2 are shown in the following chart.

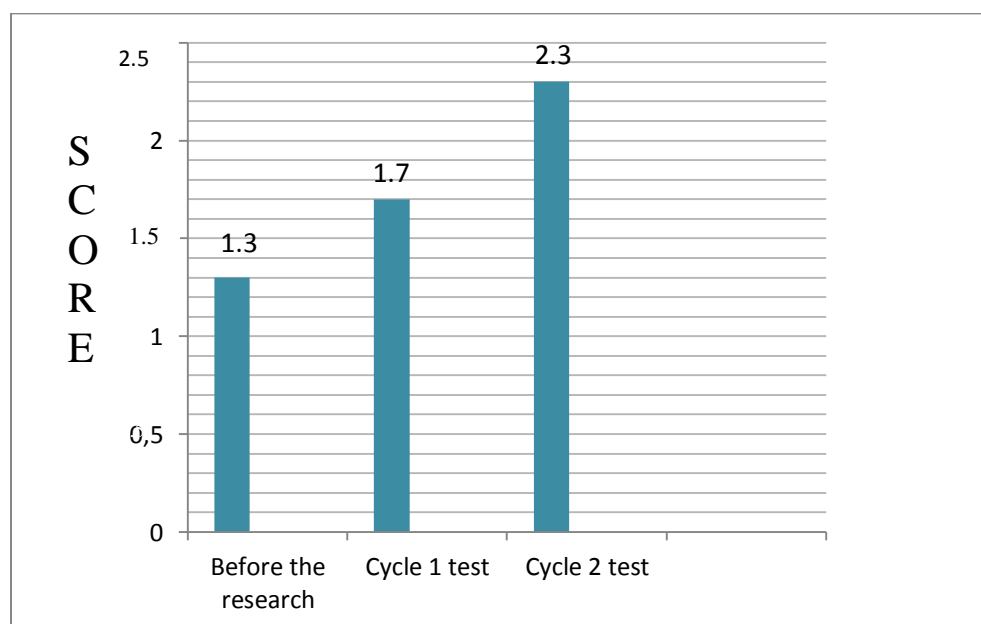


Figure 2. The Students' Mean Score (Scale 5)

In reference to the chart above, the students ability in the speaking skill gained some improvement. From the result, there were some techniques that were quite successful. The following is the summary of the changes that happened before and after the implementation of the Mingling Games technique.

Table 4

The Improvement of the Cycles

Preliminary Observation	Solutions' Planned	Improvement Cycle 1	Improvement Cycle 2
The students showed low motivation to learn and to speak English	Using Mingling Games technique. By using Mingling Games, the students would be motivated in joining the lesson because when all of the students were involved in doing Mingling Games, the students could be more actively speaking in English.	Some of the students had a high motivation to learn and to speak English, but some of them also still had low motivation.	Most of the students had a high motivation to learn and to speak English.
The students were shy and afraid to speak English.	Using Mingling Games technique. By implementing this technique, the students would have a conversation with their partner and share it to the group. The students would feel more confident because they already had a	Some of the students actively joined the speaking teaching and learning process, but some of them were still shy and afraid to speak English.	Most of the students actively joined the speaking teaching and learning process, they were brave and not shy anymore to speak English.

	time to think their idea.		
The tasks were not well-organized and not interesting enough.	Took many task from BSE books.	The task were quite well-organized and interesting enough.	The tasks were well organized and attractive.
The limited varieties of teacher technique in teaching speaking.	Using Mingling Games. By implementing Mingling Games, the researcher would start to use the appropriate and various techniques in teaching speaking and then he could apply the other techniques.	The researcher used an interesting technique in teaching speaking (Mingling Games).	The researcher used an interesting technique in teaching speaking (Mingling Games technique).
The students are not familiar with classroom English in the ELT process.	Using classroom English during the teaching and learning process in order to make the students more familiar with English words and they could increase their opportunities to speak English in the class.	Some of the students were familiar and able to use classroom English.	Most of the students were familiar and able to use classroom English.
The teacher gave less opportunity to the students to practice English orally.	Using Mingling Games technique. Since all of the students got the same turn to speak up, Mingling Games would give them opportunity to practicing English orally.	The researcher already gave an opportunity to the students to practice English orally.	The researcher gave much opportunity to the students to practice English orally.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This action research was aimed to improve the speaking skills of the seventh grade students at SMP Muhammadiyah 2 Mlati in the academic year of 2013/2014. The steps of the actions were identification and selection of the field problems, collection of the data related to the English speaking learning process, planning, actions, observation and reflections. There are seven feasible problems to be solved. They were the students' low motivation to learn and to speak English, the students' shyness to speak English, the not-well-organized and not interesting tasks, the limited opportunity of the students to practice English orally, and the limited media use in teaching and learning process.

The conclusions of the actions are presented as follows.

1. There was an improvement on the students' motivation to learn and to speak English in classroom. They showed confidence and motivation to join the speaking learning process, and followed all the activity enthusiastically. The reluctant students were willing to get involved in the classroom activities.
2. Some quiet students became more active to speak English in the classroom. They were not afraid anymore to join the activity with their

friends. Some students became more confident to practice speaking and to do the conversation task in front of the class.

3. The use of many resources BSE books made the tasks more various and interesting. Some tasks from BSE books helped the students understood the lesson and happier during the speaking activity.
4. Practicing of Mingling Games technique, the English speaking learning process improved. It gave some opportunities for the students to develop their speaking in English. The students could also interaction with their friends using English.
5. Some students became more confident to speak if the dialogue was about their friends. They still also read their sheet or notes when the dialogue was done with friends.
6. To improve the students' vocabulary mastery the researcher also asked the students to bring the dictionary in every meeting, but some of the students did not bring the dictionary yet. The researcher also used the matching words activity to improve the students' vocabulary skills.

B. Implications

The aim of English teaching is enabling the students to communicate with English appropriately and acceptably. It includes equipping the learners with four language skills (listening, speaking, reading and writing). Some teachers develop their teaching strategies to improve their teaching quality in order to achieve the aim above. Based on the result of the research, it implies

that the students' speaking skills could be improved through following actions:

1. The use of classroom English with mingling games technique make the students have self-confidence to speak English during the teaching and learning process. It implies that the teacher needs to use English, starting from the simple patterns continuously to make the students familiar with English.
2. The use of English in giving instructions and explanations that was supported by media and translations in Indonesian, in giving some examples of the activities could improve their ability in English. The teacher also needs to be sure that the students have understood what they have to do in activities so that the activities could run well.
3. The use Mingling Games technique to improve the English speaking learning process ran effectively. The students had the same opportunity to practice their speaking and interact with their friends in English.
4. In every cycle, the researcher needs to modify the Mingling Games technique.
5. The teacher needs to have various interesting activities during English teaching and learning processes to maintain the students' involvement.
6. The use of media could attract the students to get involved actively in the teaching and learning process. This implies that the teacher should make the media interesting

A. Suggestions

Based on the conclusions and implications mentioned before, there were some suggestions for the English teacher, the students and the other researchers as follows:

1. To the English teacher

The teacher should use some interesting techniques in teaching speaking, because technique in teaching speaking is an important thing. He should give various interesting activities to increase the students' involvement. The teacher also should pay more attention to the speaking learning process and give the student more chances to practice their English orally.

2. To the students

The students should be quieter and pay attention to the teacher when the teacher gives instructions. The students also need to more seriously learn the materials. The students also should give positive contribution in teaching and learning process.

3. To the other researcher

It is hoped that the researcher who will conduct similar research should improve alternative kinds of games to improve the English speaking process. The researcher hoped that the results of this research can be used to do another research.

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APPENDICES

APPENDIX A

OBSERVATION CHECKLIST

Observation Checklist

Date : Friday, October 25th, 2013

Meeting : 1st

Class : VII B

Semester : 1st

Material : My Lovely Home

Check each item in the column that most clearly represents your observation!

No.	Observation Items	Observation Score					
I.	The Teaching and Learning Process	0	1	2	3	4	5
A.	Pre-teaching						
	1. The teacher greet the students					V	
	2. The students respond to the greeting			V			
	3. The teacher asks the students' condition					V	
	4. The students tell their condition to the teacher				V		
	5. The teacher calls the roll				V		
	6. The teacher outlines the materials				V		
	7. The teacher explains the goal of teaching and learning			V			
B.	Whilst teaching						
	1. The students are ready to learn the materials					V	

	2. The teacher asks the students to read the dialogues						V
	3. The students read the dialogues			V			
	4. The students identify the expression used in the dialogues				V		
	5. The teacher gives chances to the students for asking questions					V	
	6. The students ask question			V			
	7. The students ask to their classmates			V			
	8. The teacher checks the students' understanding					V	
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		V				
	10. The students cooperate well in groups			V			
	11. The students speak in English			V			
	12. The students use dictionary to help them	V					
	13. The students offer themselves to be the volunteer				V		
C.	Post-Teaching						
	1. The teacher summarize and reflects the lesson		V				
	2. The students reflect their learning		V				
	3. The teacher previews on the upcoming					V	

	materials						
	4. The teacher gives rewards and motivate the students to participate more in the next meeting				V		
D.	Class Situation						
	1. Students' enthusiasm/motivation				V		
	2. Students' involvement				V		
	3. Time allocation					V	
	4. The use of media			V			
	5. The teacher instructions						V

Description :

- | | | | |
|---|------------------|---|-----------------|
| 0 | : not applicable | 3 | : above average |
| 1 | : unsatisfactory | 4 | : excellent |
| 2 | : average | 5 | : perfect |

APPENDIX B

FIELD NOTES

FIELD NOTES

R : Researcher T : Teacher C: Collaborator

Field note 1

Sabtu, 19 Oktober 2013/10.00 – 11.30

1.	R datang ke sekolah pada pukul 10.00
2.	R menuju ke ruang Tata Usaha dan menemui Kepala Sekolah sambil menyerahkan surat ijin observasi.
3.	Kepala Sekolah mempertemukan R dengan T yang merupakan guru bahasa Inggris kelas VII.
4.	R bertemu T dan menyampaikan maksud untuk melakukan observasi dan penelitian ke kelas T, dan T menyetujuinya.
5.	R bersama T membahas waktu yang akan digunakan untuk melakukan observasi.
6.	Setelah dirasa cukup, R berpamitan pulang dan mengucapkan terima kasih atas kesempatan yang telah di berikan kepada R.

Field note 2

Friday, 25th October 2013 / 08.30 – 10.00

1.	R datang ke sekolah pada pukul 08.30.
2.	R menuju ruang guru dan bertemu T.
3.	R kemudian melakukan aktivitas observasi kelas ketika pelajaran berlangsung.

4.	Para peserta didik nampak banyak yang masih kekurangan dalam pelajaran Bahasa Inggris, banyak diantara mereka yang belum mengerti maksud yang disampaikan oleh T. Sehingga pembelajaran kurang efektif. Pada tahapan ini R juga mengambil data untuk lembar <i>observation sheet</i> .
5.	Setelah pembelajaran berakhir, R kemudian meminta izin kepada T untuk melakukan penelitian di kelas tersebut dan T mengijinkan. Kemudian T dan R membahas waktu yang akan di gunakan untuk penelitian.
6.	R mengucapkan terimakasih kepada guru Bahasa Inggris karena telah memberikan kesempatan untuk melakukan observasi dan nantinya penelitian di kelas tersebut, lalu R berpamitan pulang.

Field note 3 (First meeting)

Sabtu, 2 November 2013/07.00 – 11.00

1.	R dan C datang ke sekolah pukul 07.00.
2.	R dan C menuju ruang guru kemudian menemui T sekaligus persiapan akhir jelang penelitian berlangsung. R juga menyerahkan surat izin penelitian.
3.	R dan C masuk kelas pukul 07.30, menyapa peserta didik lalu berdoa. Setelah itu R bersama C memperkenalkan diri secara singkat di depan kelas.
4.	R kemudian membagikan <i>handout</i> , kemudian R memperkenalkan materi yang akan diajarkan.
5.	R kemudian melakukan aktivitas yang membuat siswa memahami materi terkait <i>command</i> . Aktivitas dengan disertai contoh sederhana membuat siswa memahami maksud dan tujuan dari materi tersebut. Semua siswa

	nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan tepat. Aktivitas Mingling Games pada kegiatan ini dengan berkelompok secara berpasangan. Suasana menjadi lebih gaduh karena ada grup yang telah selesai sehingga grup lain juga berusaha untuk lebih cepat selesai.
6.	Materi berakhir setelah R selesai menyampaikan materi pembelajaran, R mengakhiri pertemuan pada hari itu.
7.	R melakukan wawancara terhadap perwakilan peserta didik, kemudian R juga melakukan wawancara dengan T terkait pembelajaran hari tersebut.
8.	Setelah melakukan wawancara, R dan C berpamitan dan mengucapkan terimakasih atas kesempatan yang telah diberikan.

Field note 4 (second meeting)

Jumat, 8 November 2013 / 08.30 – 10.00

1.	R dan C datang ke sekolah pukul 08.30.
2.	R dan C menuju ke ruang guru lalu menemui T.
3.	R dan C masuk kelas VII B lalu menyapa peserta didik.
4.	R memulai pelajaran dengan melakukan <i>review</i> terhadap materi yang telah di sampaikan kemudian dilanjutkan dengan melanjutkan pelajaran.
5.	R kemudian melakukan pengambilan data untuk penilaian di <i>Cycle 1</i> .
6.	Setelah selesai melakukan pengambilan data, R dan C berpamitan pulang.

Field note 5 (third meeting)

Jumat, 15 November 2013 / 08.20 – 11.00

1.	R dan C datang ke sekolah pukul 08.20
2.	R dan C menuju ke ruang guru lalu menemui T.
3.	R dan C masuk kelas VII B lalu menyapa peserta didik.
4.	Kemudian R melakukan kegiatan yang berkaitan dengan <i>clarification</i> , memberi contoh siswa beberapa kegiatan tentang klarifikasi dalam kehidupan sehari-hari. <i>Mingling Games</i> diterapkan di bagian ini, Semua siswa nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan tepat. Suasana menjadi lebih gaduh karena ada grup yang telah selesai sehingga grup lain juga berusaha untuk lebih cepat selesai.
5.	R dan C lalu membagikan <i>handout</i> yang merupakan materi yang diberikan dalam <i>Cycle 2</i> ini. Kemudian siswa secara berkelompok berdiskusi terkait materi yang diberikan.
6.	Berhubung waktu telah habis, R mengakhiri pelajaran dengan menanyakan kepada siswa apakah masih ada kesulitan dan menyimpulkan materi pada hari itu.
7.	R menutup pelajaran dengan berdo'a.
8.	R melakukan wawancara dengan perwakilan peserta didik, mengucapkan terimakasih, lalu berpamitan pulang.

Field note 6

Sabtu, 23 November 2013/07.20 – 11.10

1.	R dan C datang pukul 07.20.
2.	R meminta izin kepada T untuk masuk kelas VII B.
3.	R bersama C masuk kelas VII B pukul 07.30. R menyapa peserta didik dan berdo'a memulai pelajaran.
4.	R lalu melanjutkan aktivitas yang berkaitan dengan <i>clarification</i> , pada tahapan ini fokus pembelajaran pada <i>Practice</i> yang telah ada di <i>handout</i> yang telah di bagikan sebelumnya.
5.	Siswa secara berkelompok mengerjakan aktivitas, lalu membahas bersama di depan kelas.
6.	Kemudian secara berpasangan melakukan kegiatan yang telah disediakan, mereka berlatih dengan aktivitas utama yaitu percakapan sederhana yang berkaitan dengan <i>clarification</i> .
7.	Seusai pembelajaran, R juga memberikan PR kepada siswa untuk membuat percakapan secara berpasangan terkait kondisi rumah masing-masing yang disertai dengan <i>clarification</i> .
8.	Seusai pembelajaran, R melakukan wawancara dengan siswa dan T. Kemudian mengucapkan terimakasih lalu berpamitan pulang.

Field note 7

Jum'at, 29 November 2013 / 08.00 – 10.15

1.	R datang pukul 08.00 lalu langsung menuju ruang guru untuk menemui T.
2.	R lalu masuk kelas, menyapa peserta didik dan memastikan siswa siap untuk memulai pelajaran.

3.	R lalu melanjutkan kegiatan dengan melakukan pengambilan data untuk <i>Cycle 2</i> , penilaian diambil dari penugasan yang telah di berikan pada pertemuan sebelumnya.
4.	Secara berpasangan siswa maju ke depan lalu melakukan <i>conversation</i> yang sesuai dengan penugasan yang telah di berikan sebelumnya, secara bergantian masing-masing kelompok melakukan pengambilan nilai.
5.	Setelah selesai pengambilan nilai, R berpamitan dengan seluruh siswa lalu melakukan wawancara dengan dua orang siswa.
6.	R berpamitan dengan T lalu pulang.

Field note 8

Sabtu, 30 November 2013 / 08.00 – 09.00

1.	R menemui Kepala Sekolah di ruang Kepala Sekolah
2.	R mengucapkan terima kasih karena Kepala Sekolah telah memberikan izin untuk melakukan penelitian di sekolah tersebut.
3.	R kemudian berpamitan kepada Kepala Sekolah.
4.	R berpamitan pada guru di ruang guru.
5.	R meminta surat pernyataan telah melakukan penelitian di ruang TU dan berpamitan pada para staf TU.

APPENDIX C

INTERVIEW GUIDELINES

Interview Guidelines

~ An interview with the students before the action.

1. Menurut adik, mengapa adik harus belajar berbicara (*speaking*)?
2. Apakah adik senang dengan pelajaran berbicara? Mengapa?
3. Apakah adik mempunyai motivasi dalam berbicara? Seberapa besar motivasi adik dalam berbicara?
4. Apakah adik sudah percaya diri pada saat berbicara?
5. Bagaimana metode pembelajaran berbicara yang sering dilakukan guru adik di kelas?
6. Apakah adik merasa kemampuan berbicara adik sudah baik?
7. Apakah adik sering mengalami kesulitan dalam berbicara?
8. Kesulitan-kesulitan apa yang sering adik-adik temui ketika berbicara?
9. Lantas bagaimana cara adik-adik mengatasi kesulitan-kesulitan tersebut?
10. Apakah adik-adik membuat banyak kesalahan dalam berbicara?
11. Kesalahan apa yang sering terjadi pada tulisan adik; *content*, *organisation*, *vocabulary*, *language use (grammar)* atau *mechanics (spelling, punctuation, capitalisation, paragraphing)*?
12. Apakah *vocabulary* yang adik miliki saat ini sudah cukup untuk bekal berbicara?
13. Apa yang adik lakukan jika terjadi kesalahan pada *grammar*?
14. Apakah adik mengharapkan adanya *feedback* yang terus-menerus baik dari guru maupun teman terhadap hasil tulisan adik?
15. Apakah adik pernah mendengar tentang *mingling games* atau apakah guru adik pernah mengajar berbicara dengan cara melakukan aktivitas secara berkelompok/grup?
16. Maukah adik kakak bantu proses berbicaranya dengan menggunakan *mingling games* agar lebih yakin dan mampu dalam berbicara?
17. Apakah adik bersedia mengikuti setiap *step*nya?
18. Apa harapan adik setelah mengikuti pembelajaran menggunakan *mingling games*?

~ An interview with the English teacher before the action.

1. Seberapa penting menurut bapak mengajar peserta didik agar bisa terampil berbicara dalam Bahasa Inggris? Mengapa?
2. Bagaimana minat anak didik itu sendiri dalam berbicara Pak, apakah mereka senang ketika disuruh berbicara atau banyak yang mengeluh?
3. Bagaimana kemampuan berbicara anak-anak saat ini pak, apakah sudah sesuai harapan?
4. Bagaimana motivasi peserta didik bapak dalam berbicara Pak, sudah tinggi atau masih rendah?
5. Apakah mereka sudah percaya diri dalam berbicara Pak?
6. Bagaimana cara bapak mengajar *speaking* di kelas?
7. Apakah bapak punya banyak waktu untuk mengasah kemampuan anak didik bapak dalam berbicara?
8. Seberapa sering peserta didik bapak suruh berbicara?
9. Aktifitas-aktifitas apa saja yang biasa dilakukan peserta didik dalam pelajaran *speaking* di kelas?
10. Kesulitan/hambatan apa saja yang sering bapak temui saat mengajar *speaking*?
11. Bagaimana cara bapak mengatasi hambatan tersebut?
12. Apakah peserta didik sering membuat kesalahan dalam berbicara?
13. Kesalahan-kesalahan dalam hal apa saja yang sering bapak temui dalam aktivitas berbicara mereka?
14. Apakah sebagian besar peserta didik bapak sudah memahami *vocabulary* apa yang harus dipakai ketika akan berbicara?
15. Langkah apa yang bapak ambil jika bapak menemui kesalahan pada saat mereka ada kesalahan dalam berbicara?
16. Teknik apa yang bapak terapkan untuk mengevaluasi tulisan peserta didik?
17. Apa yang bapak lakukan dalam memberikan *feedback* terhadap *speaking* mereka?
18. Apakah bapak langsung membetulkan kesalahan dalam percakapan yang dilaksanakan murid?

19. Setelah memberikan *feedback*, apakah bapak masih memberikan kesempatan kepada para peserta didik untuk memperbaiki cara berbicara sebelum dinilai?
20. Apakah bapak pernah menyuruh peserta didik berbicara *self-reflection* terhadap cara mereka berbicara? Mengapa?
21. Bagaimanakah menurut bapak jika saya ingin mengajar *speaking* dengan menggunakan *mingling games* sebagai upaya untuk meningkatkan kemampuan berbicara peserta didik?

~ An interview with the students after the action.

1. Apakah adik tertarik dengan pelajaran *speaking* melalui *mingling games*? Mengapa?
2. Apakah sekarang adik benar-benar mengerti *mingling games* itu apa?
3. Apakah adik lebih *enjoy* dalam berbicara menggunakan *mingling games*? Mengapa?
4. Menurut adik, apakah pembelajaran *speaking* melalui *mingling games* yang diberikan membuat adik lebih termotivasi untuk meningkatkan kemampuan berbicara adik?
5. Apakah adik merasa lebih percaya diri dalam berbicara sekarang?
6. Apakah adik menginginkan lebih sering lagi berlatih berbicara dalam Bahasa Inggris?
7. Apakah pemberian *feedback* yang diberikan oleh guru membuat adik mengerti kelebihan dan kelemahan adik dalam berbicara?
8. Apakah *feedback* yang diberikan membuat adik termotivasi untuk meningkatkan kemampuan berbicara adik?
9. Kesulitan apa saja yang masih adik hadapi ketika berbicara?
10. Apakah langkah-langkah berbicara yang dijelaskan kakak selama ini sudah jelas dan dapat dilakukan dengan baik?
11. Apakah berbicara dengan mengikuti langkah-langkah yang kakak instruksikan dapat membantu adik dalam berbicara?
12. Apakah kegiatan pembelajaran berbicara menggunakan *mingling games* dapat meningkatkan kemampuan berbicara adik?

13. Menurut adik, lebih mudah mana belajar berbicara dengan kegiatan pembelajaran menggunakan *mingling games* atau dengan kegiatan pembelajaran seperti biasanya?
14. Apa harapan adik untuk pelajaran *speaking* selanjutnya?
15. Apakah nilai adik dalam pelajaran *speaking* setelah menggunakan *mingling games* meningkat?

~ An interview with the English teacher after the action.

1. Menurut bapak, apakah langkah-langkah dalam kegiatan berbicara melalui *mingling games* yang saya lakukan sudah berjalan dengan baik dan sesuai dengan rencana awal?
2. Menurut bapak, apakah pembelajaran *speaking* menggunakan *mingling games* yang telah diberikan membuat siswa lebih termotivasi untuk meningkatkan kemampuan berbicaranya?
3. Apakah bapak merasakan jumlah kesalahan peserta didik dalam hal cara pengucapan semakin berkurang setelah menggunakan *mingling games*?
4. Apakah bapak juga merasakan jika peserta didik lebih percaya diri dalam berbicara melalui *mingling games*?
5. Melalui *mingling games*, apakah bapak dapat melihat adanya pertumbuhan atau peningkatan tingkat *proficiency*, prestasi jangka panjang, dan pencapaian yang signifikan pada peserta didik dari waktu ke waktu?
6. Menurut bapak, apakah *feedback* yang diberikan oleh guru dapat membuat peserta didik mengerti kelebihan dan kelemahan mereka dalam berbicara?
7. Menurut bapak, apakah dengan adanya kegiatan pembelajaran menggunakan *mingling games* dapat meningkatkan kemampuan berbicara peserta didik?
8. Apakah nilai peserta didik dalam *speaking* meningkat setelah menggunakan *mingling games* Pak?
9. Apa harapan bapak untuk pelajaran *speaking* selanjutnya?
10. Apakah bapak akan meneruskan mengajar *speaking* dengan menggunakan *mingling games* seperti yang telah saya lakukan?

APPENDIX D

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place, Rp: Respondent, R: Researcher, C: Collaborator, S:

Student, PP: Teacher (Pak Ponijo)

No.	Source / Date / Place	Interview Transcript
1.	D : November, 2 nd 2013 T : 10.55 WIB P : Laboratory Rp: PP, C	<p>PP: “Bagaimana perasaanmu dengan dilaksanakannya penelitian kali ini? Apakah tercapai ataupun masih ada yang perlu di perbaiki?”</p> <p>R : “Kurang tercapai, Pak. Kondisi siswa kurang ideal sehingga belum maksimal.”</p> <p>PP : “Apa yang akan kamu lakukan selanjutnya?”</p> <p>R : “Akan berusaha membuat siswa jadi lebih semangat dalam belajar, Pak.”</p> <p>PP : “Iya harus dipersiapkan lebih matang lagi. Kalau Mbak Riana bagaimana sebagai collaborator?”</p> <p>C : “Classroom management dan kegiatan yang lebih menarik, apalagi kemampuan siswa juga kurang. Tapi kita harus punya rencana cadangan untuk mengatasi itu.”</p> <p>PP : “Baiklah saya juga berkomentar. Kalau bisa kita jangan menyalahkan kondisi siswa, karena itulah yang harus kita hadapi. Itulah siswa kita yang harus benar-benar kita hadapi. Termasuk apabila kita sudah menentukan menggunakan speaking, maka itu adalah productive skill yang mana siswa harus ngomong terus dan mencapai target language. Kalau speaking maka skill terdekatnya listening. Jadi tidak mungkin speaking saja. Bisa jadi kalau mau speaking itu diberikan listening dulu kepada siswa. Selain itu kamu juga perlu untuk mekenankan pada materi yang diajarkan dengan lebih mendalam. Harus kamu tekankan di situ. Kamu harus menekankan juga kepada siswa tentang tujuan pembelajaran hari ini.”</p> <p>R : “Jadi kita juga berusaha untuk menekankan</p>

		<p>pengucapan yang benar kepada siswa ya, Pak?”</p> <p>PP : “Iya, <i>new language</i> dan <i>vocab</i> juga perlu lebih di masukkan dalam pembelajaran.”</p> <p>R : “Jadi dengan kondisi siswa seperti ini, kita perlu untuk menekankan vocabulary sebelum masuk ke materi ya, Pak?”</p> <p>PP : “Betul, kita kenalkan dulu yang potensial digunakan dalam pembelajaran, mungkin ada yang sulit jadi kita berikan dulu. Kita berikan dulu <i>new word</i> nya, kemudian di ucapkan, kemudian masuk ke <i>expression</i>nya. Terutama ekspresi-ekspresi <i>command</i>, karena materi ini tentang <i>command</i>. Dan juga contoh-contoh <i>command</i>, inilah model-model <i>command</i> juga di jelaskan pada siswa. Jadi mereka akan paham.”</p> <p>R : “Selain itu apa lagi Pak yang perlu di tingkatkan?”</p> <p>PP : “Bagaimana <i>pronounce</i> juga perlu untuk di berikan pada siswa.”</p> <p>R : “Untuk penilaian boleh di satu pertemuan khusus, Pak?”</p> <p>PP : “Yang penting kamu punya data yang valid, untuk <i>vocab</i> tadi bisa dengan kegiatan menjodohkan kata dalam bahasa indonesia dan bahasa inggris.”</p> <p>R : “Baik Pak terima kasih untuk masukannya, nanti akan kami pertimbangkan untuk pertemuan selanjutnya.”</p> <p>PP : “Iya sama-sama, saya juga akan memberikan jam saya sesuai yang Anda butuhkan.”</p>
2.	<p>D : November, 2nd 2013</p> <p>T : 11.49 WIB</p> <p>P : Class VII B</p> <p>RP : S (Chika)</p>	<p>R : “Namanya siapa?”</p> <p>S : “Chika”</p> <p>R:”Bagaimana menurutmu pembelajaran bahasa Inggris percakapan dengan metode seperti tadi? Speaking bisa gak selama ini?”</p> <p>S : “Bisa, Pak.”</p> <p>R:”Dengan kegiatan ini menambah kemampuan speaking tidak?”</p> <p>S : “Ya”</p> <p>R : “Kenapa? Alasannya?”</p> <p>S : “Gimana ya? Lebih enak dengan aktivitas</p>

		<p>berkelompok.”</p> <p>R : “Kenapa?”</p> <p>S : “Kalau kelompok itu, bisa diskusi dan kerja sama.”</p> <p>R : ”Terus kedepannya kamu suka dengan metode yang bagaimana?”</p> <p>S : ”Berkelompok, karena selain kerja sama juga mampu menambah wawasan.”</p> <p>R : ”Kekurangan dari pertemuan kali ini apa?”</p> <p>S : ”Tidak ada, sudah cocok. Tapi pada ramai. Saya sebagai ketua kelas ini juga sering negur teman ramai, tapi hukuman apapun tak akan membuat teman-teman jera. Mungkin dengan sistem poin nanti bisa membuat jera.”</p> <p>R : “Ya sudah, terima kasih ya.”</p> <p>S: “Iya.”</p>
3.	<p>D : November, 15th 2013</p> <p>T : 10.52 WIB</p> <p>P : Class VII B</p> <p>RP: S (Barna)</p>	<p>R : “Bagaimana pembelajaran bahasa Inggris yang di lakukan tadi?”</p> <p>S : “Menambah kemampuan speaking.”</p> <p>R : “Senang ya?”</p> <p>S : “Senang.”</p> <p>R : “Lebih suka belajar bahasa Inggris yang sendiri-sendiri atau berkelompok?”</p> <p>S : “Berkelompok?”</p> <p>R : “Mengapa?”</p> <p>S : “Karena bisa berdiskusi.”</p> <p>R : “Terus kekurangan dari pembelajaran hari ini apa?”</p> <p>S : “Muridnya rame, yang rame banyak.”</p> <p>R:”Cara menanggulangnya bagaimana menurutmu?”</p> <p>S : “Di suruh belajar yang baik.”</p> <p>R : “Apakah dengan pembelajaran seperti tadi meningkatkan kemampuan speaking?”</p> <p>S : “Ya”</p> <p>R : “Terasa atau belum? Terasanya apa?”</p> <p>S : “Sudah, jadi bisa berbahasa Inggris.”</p> <p>R : “Terus?”</p> <p>S : “Lebih mengetahui bahasa Inggris”</p> <p>R : “Untuk pengucapannya sudah paham?”</p> <p>S : “Sudah”</p> <p>R: “Ada masukan untuk pertemuan berikutnya?”</p> <p>S : “Belajar yang baik dan harus lebih tegas,</p>

		<p>sudah itu aja.”</p> <p>R : “Ya sudah terimakasih ya.”</p> <p>S : “Iya, Pak.”</p>
4.	<p>D : November, 23th 2013</p> <p>T : 08.41 WIB</p> <p>P : Class VII B</p> <p>Rp : S (Chika)</p>	<p>R : “Namanya siapa?”</p> <p>S : “Chika.”</p> <p>R : “Bagaimana pembelajaran hari ini?”</p> <p>S : “Baik.”</p> <p>R : “Bagaimana dengan kelompok besar?”</p> <p>S : “Sangat membantu pembelajaran, Pak.”</p> <p>R : “Kelebihan dari pertemuan kali ini apa?”</p> <p>S : “Kelompok besar bisa menambah wawasan dan belajar bersama.”</p> <p>R : “Terus pemahamanmu ada peningkatan tidak?”</p> <p>S : “Ada.”</p> <p>R : “Lebih suka individu atau kelompok besar?”</p> <p>S : “Kelompok besar.”</p> <p>R : “Terus kekurangannya apa?”</p> <p>S : “Sudah lebih baik dari sebelumnya.”</p> <p>R : “Terima kasih ya.”</p> <p>S : “Ya.”</p>
5.	<p>D : November, 23th 2013</p> <p>T : 08.44</p> <p>P : Class VII B</p> <p>Rp : S (Barna)</p>	<p>R : “Namanya siapa?”</p> <p>S : “Barna.”</p> <p>R : “Bagaimana pembelajaran hari ini? Asik?”</p> <p>S : “Lumayan, Pak.”</p> <p>R : “Kenapa?”</p> <p>S : “Sudah baik tapi banyak yang ramai.”</p> <p>R : “Lebih baik pembelajaran hari ini atau yang kemarin?”</p> <p>S : “Hari ini, Pak.”</p> <p>R : “Mengapa?”</p> <p>S : “Lebih seru gitu.”</p> <p>R : “Lebih suka kelompok atau sendiri?”</p> <p>S : “Kelompok.”</p> <p>R : “Mengapa?”</p> <p>S : “Bisa barengan gitu.”</p> <p>R : “Bisa meningkatkan kemampuan dalam bahasa Inggris?”</p> <p>S : “Bisa bisa.”</p> <p>R : “Pertemuan kali ini sudah lebih baik di bandingkan sebelumnya?”</p> <p>S : “Iya, Pak.”</p> <p>R : “Ada tambahan lagi untuk pertemuan kali ini?”</p> <p>S : “Tidak, Pak.”</p>

		<p>R : "Terima kasih ya." S : "Iya, Pak."</p>
6.	<p>D : November, 23th 2013 T : 09.56 WIB P : Laboratory Rp: PP</p>	<p>PP : "Ini kosakata yang akan digunakan?" R : "Iya, Pak." PP : "Jadi ini memperkenalkan kosa kata ya? Nanti anak-anak boleh membawa kamus? Ini kan bukan tes tapi bahan pembelajaran." R : "Iya pak, untuk task pengambilan nilai nanti saya sudah meminta anak-anak untuk membuat percakapan secara berkelompok." PP : "Ini tentang apa?" R : "Clarification, Pak. Tapi clarification yang masih sangat sederhana." PP : "Speaking ini berat ya, banyak pertimbangan. Pertimbangan materi, pertimbangan anak, terutama kita harus masuk dalam bahasanya anak supaya anak lebih paham dan mengetahui tentang itu. Artinya bukan bahasa guru tetapi bahasa anak sehingga mereka menjadi tertarik untuk mempelajari hal tersebut. Memilih materi itu tidak mudah, topik juga harus sesuai dengan kondisi siswa. Anak A dengan anak B tentu juga berbeda. Jadi harus sesuai dengan students need nya itu apa. Kita juga harus membuat anak saling membantu sama lain, bukan yang satu menjadi merasa lebih daripada yang lain, itu kurang baik." R : "Baik, terima kasih Pak." PP : "Iya, sama-sama."</p>
7.	<p>D : November, 29th 2013 T : 09.48 WIB P : Class VII B Rp: S (Barna and Arga)</p>	<p>R : "Ini namanya siapa aja?" S1: "Barna." S2: "Arga." R : "Selama penelitian saya di sini masih ingat ya ada kelompok kecil dan kelompok besar, itu efektif untuk meningkatkan kemampuan bahasa Inggris?" S1&S2: "Efektif sekali, Pak." R: "Alasannya apa?" S2: "Bisa bertemu dengan teman-teman." S1: "Bisa bermain, Pak." R : "Tapi pelajarannya masuk ya?" S2: "Iya." R: "Ini lumayan efektif ya untuk meningkatkan kemampuan berbahasa Inggris?"</p>

	<p>S1&S2: "Iya, Pak."</p> <p>R : "Terus kendala yang masih ada di kelompok besar ini apa?"</p> <p>S2: "Ramai, sebenarnya bisa serius mengerjakan tapi juga malah bisa jadi ramai dan ngobrol-ngobrol."</p> <p>R : "Penjelasan dan instruksi dari saya selama ini jelas tidak?"</p> <p>S1&S2 : "Jelas pak, paham."</p> <p>R : "Ada perubahan sikap setelah kita melakukan aktivitas ini?"</p> <p>S2: "Ada pak, jadi lebih mandiri dan bisa berbahasa Inggris. Pengetahuan juga."</p> <p>S1: "Menambah wawasan, Pak."</p> <p>R : "Jadi kalian suka pembelajaran dengan berkelompok ya bila di bandingkan dengan sendiri-sendiri?"</p> <p>S1: "Iya, Pak."</p> <p>R : "Terus ketika saya memberi contoh pengucapan yang disebut repeating itu efektif tidak?"</p> <p>S2 : "Iya efektif tapi sayangnya banyak yang ramai."</p> <p>R : "Jadi ketika maju ada pengucapan yang masih salah ya?"</p> <p>S1&S2: "Iya, Pak."</p> <p>R : "Bagaimana pembelajaran bahasa Inggris kali ini?"</p> <p>S1 : "Lumayan meningkat, bila di bandingkan lebih baik yang sekarang."</p> <p>S2: "Cara berbahasanya lebih mending daripada yang kemarin."</p> <p>R : "Ada masukan apa untuk kali ini?"</p> <p>S1&S2: "Harusnya siswa tidak gojek dan tidak ngobrol."</p> <p>R : "Untuk yang perform maju ke depan sudah ada peningkatan ya?"</p> <p>S2 : "Sudah."</p> <p>S1: "Ada peningkatan, Pak."</p> <p>R : "Sekarang sudah berani maju untuk melakukan percakapan bahasa Inggris ya?"</p> <p>S1&S2: "Iya, Pak."</p> <p>R : "Saya rasa sudah cukup, terima kasih ya."</p> <p>S1&S2 : "Iya."</p>
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APPENDIX E

COURSE GRID

COURSE GRID

USING ENGLISH MINGLING GAMES TO IMPROVE THE SPEAKING SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE ACADEMIC YEAR OF 2013/2014

Sekolah : SMP Muhammadiyah 2 Mlati
 Mata Pelajaran : English
 Kelas : VII
 Semester : 1
 Alokasi Waktu : 4 x 35'

Standar Kompetensi:

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar:

3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Learning Objective	Indicators	Teaching Activities	Learning Materials			Assessment	Mingling Games
			Language Function	Grammar	Vocabulary items		
1	2	3	4			5	6
At the end of the lesson, the students are	<ul style="list-style-type: none"> Siswa memahami kata kerja bentuk 	<u>Opening activity</u> PPP: Opening, lead-in, Introducing the topic.	<u>function:</u> express a command and express prohibition.	<u>Imparative:</u> Example of the sentences:	○ Desk ○ Door ○ Come	✎ Spoken test: Make short dialogues	Mingling Games technique yang digunakan dalam <i>Productive</i> adalah

able to express a command appropriately.	<p>pertama/finite verbs/bare verbs.</p> <ul style="list-style-type: none"> • Siswa mampu mengidentifikasi kalimat perintah yang lazim di gunakan. • Siswa mampu menggunakan auxiliary verb secara benar. 	<ul style="list-style-type: none"> • The teacher asks students' condition and attendance <i>Good morning students?</i> <i>How are you today?</i> • The teacher checks students' readiness. • The teacher does warming up by asking some questions related to the topic that will be introduced. <i>Have you ever express command?</i> <p>Main Activity Activity 1 Siswa mendengarkan <i>simple dialog command</i> yang di bawakan oleh guru, kemudian melakukan aktivitas tanya jawab terkait dialog tersebut. (Percakapan antara Bayu dan Ibunya, sumber <i>English in Focus</i>)</p>	<p>a. Giving a command</p> <ul style="list-style-type: none"> ○ Put the report on my desk. ○ Bring the books. ○ Open the door. ○ Close the door, please. ○ Could you please give me the report? ○ Come here, please. <p>b. Expressing prohibition.</p> <ul style="list-style-type: none"> ○ Don't come late. ○ Don't be lazy. ○ Don't use those shoes. ○ Sir? Ma'am, please don't bring any animals. 	<ul style="list-style-type: none"> • Bring the books. • Don't be lazy. <p><i>Formula of Simple Present Tense:</i></p> <p>(+) S + V1 + O</p> <p>(-) S + Don't/doesn't + V1 +)</p> <p>(?) Question word + do/does + S + V1 ?</p>	<ul style="list-style-type: none"> ○ Lazy ○ Grass ○ Bring 	<p>based on the situation given. make some dialogues based on the following situations. Then, practise them.</p> <ol style="list-style-type: none"> 1. Your father prohibited you to go to Karimunjawa island because of the weather. Then, you thank to him. 2. Bacil your best friend prohibit you to ride your bicycle because the road is slippery. Then, you 	<p><i>"Shouting find someone who".</i> Kegiatan ini dalam satu kelompok terdiri dari dua siswa, kemudian masing-masing siswa saling bertanya kepada pasangannya untuk memberikan <i>command</i> yang relevan dengan situasi yang diberikan. Contohnya seperti siswa mengatakan, <i>"The blackboard is dirty"</i>. Lalu siswa lain memberikan <i>command</i> <i>"Clean the clackboard, please"</i>.</p>
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		<p>Activity 2(Content Focus)</p> <p>Siswa di berikan contoh gambar <i>command</i> kemudian siswa mencoba menebak percakapan yang sedang di lakukan. (Ada 3 aktivitas, Sumber <i>English in Focus</i>)</p> <p>Activity 3</p> <p>Setelah menyelesaikan Aktivitas 2 dengan <i>Mingling Games Technique</i>, aktivitas ini membuat dialog secara berkelompok yang situasinya telah di tentukan pada soal.</p> <p><u>Post Activity (Closing)</u></p> <p>-The teacher reviews what the students have learned in the class. -The teacher asks about the students' difficulties</p>	<ul style="list-style-type: none"> ○ Sir? Ma'am, could you please don't enter that room? 			<p>say thanks to her.</p> <p>Scoring Spoken Technique (adapted from Harris: 1969)</p>	
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		<p>during teaching and learning process.</p> <p>-The teacher leads to pray before ending the class.</p> <p>-The teacher says good bye.</p>					
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COURSE GRID

USING ENGLISH MINGLING GAMES TO IMPROVE THE SPEAKING SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE ACADEMIC YEAR OF 2013/2014

Sekolah : SMP Muhammadiyah 2 Mlati
 Mata Pelajaran : English
 Kelas : VII
 Semester : 1
 Waktu : 6 x 35'

Standar Kompetensi:

Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar:

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

Learning Objective	Indicators	Teaching Activities	Learning Materials			Assessment	Mingling Games
			Language Function	Grammar	Vocabulary items		
1	2	3	4			5	6
At the end of the lesson, the students	<ul style="list-style-type: none"> Siswa memahami kata kerja bentuk 	<u>Opening activity</u> (PPP): Opening, lead-in, Introducing the topic.	<u>function:</u> express asking for clarification	<ul style="list-style-type: none"> Do and does indicate daily 	<ul style="list-style-type: none"> True Right 	✎ Spoken test: Work in groups. Take	<i>Mingling Games</i> yang digunakan dalam <i>Practice</i> adalah “ <i>Shouting</i>

are able to ask for clarification.	<p>pertama/finit e verbs/bare verbs.</p> <ul style="list-style-type: none"> • Siswa mengetahui aktifitas klarifikasi sederhana dalam kehidupan sehari-hari. • Siswa memahami auxiliary verbs secara tepat dan berterima. 	<ul style="list-style-type: none"> • The teacher asks students' condition and attendance <i>Good morning students?</i> <i>How are you today?</i> • The teacher checks students' readiness. • The teacher does warming up by asking some questions related to the topic that will be introduced. <i>Have you ever asked for clarification?</i> <p>Main Activity Activity 1 Siswa mendengarkan contoh dialog tentang klarifikasi yang di bawakan oleh guru, kemudian melakukan aktivitas tanya jawab terkait dialog tersebut. (Percakapan antara Farouq and Susi, sumber <i>English in Focus</i>)</p> <p>Activity 2(Content</p>	<p>and respond to a monologue in procedural form correctly.</p> <p>a. Asking for Someone's Clarification:</p> <ul style="list-style-type: none"> • It is true/right that ... ? • Is that right? • Is ... correct? • Really? • Are you sure? • Excuse me, Sir/Ma'am. Is that right that ... <p>b. Responses to someone asking for</p>	<p>activities. They are habitual actions.</p> <ul style="list-style-type: none"> • Negative forms for first person and plural third persons use <i>don't</i> or <i>do not</i> and for the interrogative form use <i>do</i>. <p>Example: I don't go to school at 06.00 I go at 06.30</p> <ul style="list-style-type: none"> • Negative forms for singular third persons use <i>doesn't</i> or <i>does not</i> and for the 	<ul style="list-style-type: none"> ○ Really? ○ Excuse me ○ Sure ○ Right ○ Correct 	<p>turn to describe your friend hobbies, then tell it in front of the class!</p> <p>Scoring Spoken Technique (adapted from Harris: 1969)</p>	<p><i>find someone who</i>". guru meminta kepada siswa untuk menyebut angka dari 1 sampai 8 secara bergantian. Kemudian siswa berkelompok sesuai dengan angkanya masing-masing. Lalu masing-masing kelompok berdiskusi sesuai dengan tugas yang di berikan guru dan pada akhirnya di bahas bersama-sama dalam kelas.</p> <p><i>Mingling Games</i> yang digunakan dalam <i>Productive</i> adalah "<i>I'm unique</i>". Secara berkelompok dua atau tiga siswa membuat deskripsi tentang kondisi kamar tidurnya masing-</p>
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		<p>Focus) Siswa mempraktekan percakapan yang digunakan dalam aktivitas 1 secara berpasangan. Kemudian siswa secara aktif memahami makna yang terkandung dengan bantuan dari guru. Aktivitas ini menggunakan <i>Mingling Games Technique</i>, guru meminta kepada siswa untuk menyebut angka dari 1 sampai 8 secara bergantian. Kemudian siswa berkelompok sesuai dengan angkanya masing-masing. Lalu masing-masing kelompok berdiskusi sesuai dengan tugas yang di berikan guru dan pada akhirnya di bahas bersama-sama dalam kelas.</p> <p>Activity 3 Setelah menyelesaikan Aktivitas 2, siswa mengerjakan aktivitas</p>	<p>clarification</p> <ul style="list-style-type: none"> • Yes, I'm sure. • Yes, that's right. • Yes, that's correct. • Exactly. • I didn't do it. (mention the reason) • I don't like watching cartoons. (mention the reason) • I'm not a basketball player. (Mention the reason) 	<p>interrogative use <i>does</i>.</p> <p>Example:</p> <p>Does she have a dog?</p> <p>No, she doesn't</p> <p>She doesn't have a dog.</p>			<p>masing dan menceritakan kondisi kamar tidurnya kepada teman satu kelompoknya secara bergantian.</p>
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		<p>menjawab pertanyaan mengenai hobbi lalu dilanjutkan dengan aktivitas grup. Ini merupakan kegiatan <i>Mingling Games</i>. Aktivitas ini membuat dialog secara berkelompok yang situasinya telah ditentukan pada soal lalu di praktekan.</p> <p><u>Post Activity (Closing)</u></p> <ul style="list-style-type: none"> -The teacher reviews what the students have learned in the class. -The teacher asks about the students' difficulties during teaching and learning process. -The teacher leads to pray before ending the class. -The teacher says good bye. 					
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APPENDIX F

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs	: SMP Muhammadiyah 2 Mlati
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.
Jenis teks	: <i>Express a command= Transactional Text</i>
Tema	: Let's go to school
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 35 menit

I. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur (*language fuction*) dalam mengungkapkan perintah dan larangan dalam bahasa Inggris secara tepat. Karakter siswa yang diharapkan yaitu kerja sama, siswa mampu untuk berdiskusi dan saling memberi masukan ketika pembelajaran di dalam kelas.

II. Indikator

- Siswa memahami kata kerja bentuk pertama/finite verbs/bare verbs.

- Siswa mampu mengidentifikasi kalimat perintah yang lazim di gunakan.
- Siswa mampu menggunakan auxiliary verb secara benar.

III. Metode Pembelajaran

PPP/Mingling games

IV. Materi Pembelajaran

Sumber: English in Focus grade VII page 45.

- a. Giving a command
 - Put the report on my desk.
 - Bring the books.
 - Open the door.
 - Close the door, please.
 - Could you please give me the report?
 - Come here, please.
- b. Expressing prohibition.
 - Don't come late.
 - Don't be lazy.
 - Don't use those shoes.
 - Sir? Ma'am, please don't bring any animals.
 - Sir? Ma'am, could you please don't enter that room?
 - I'm really sorry, but don't step on the grass.

V. Kegiatan Pembelajaran

Meeting 1

Opening 10'

Activity	Teacher's sentence
Greeting (Teacher greets students)	Assalamualaikum. T: Good morning, class. How are you today?

	<p>S: Good morning, Sir. I'm fine thank you, and you?</p> <p>T: I'm very well, thank you.</p>
Prayer (Teacher and students say a prayer)	Well. Before we start our lesson today, let's say our prayer. Shall we. Amien. (character: religious)
Checking attendance (Teacher checks the students' attendance)	Who is missing today?
Pre-teaching (Teacher prepares the students')	<p>Ok, do you know what is it? (Teacher give some example of expression)</p> <p>That's great. It's an expression.</p>
Preparing the class condition (Teacher prepares the class condition)	Now, please read the information about expression.

Main Activity

Activity 1 (Presentation) 20'

Siswa mendengarkan *simple dialog command* yang di bawakan oleh guru, kemudian melakukan aktivitas tanya jawab terkait dialog tersebut. (Percakapan antara Mrs Ratna, Budi dan Ari, sumber *Scaffolding Grade VII*)

Activity 2 (Content Focus) (Practice) 30'

Siswa melakukan kegiatan berpasangan dengan mendiskusikan ekspresi yang telah di sediakan. (Ada 5 aktivitas, Sumber *Scaffolding Grade VII*)

Closing Activities 10'

Summarizing (Teacher and students summarize the whole lesson)	So, what have you learnt today?
Reflection (Teacher and students do a reflection)	How do you feel our class today?
Further guidance (Teacher gives students	—

homework)	
Prayer (Teacher and students say a prayer)	Ok, before we end our lesson, let's say our prayer. Shall we. Amien.
Leave-taking (Teacher says good bye to end the lesson)	See you next meeting. Wassalamualaikum.

Meeting 2

Opening 15'

Activity	Teacher's sentence
Greeting (Teacher greets students)	Assalamualaikum. T: Good morning, class. How are you today? S: Good morning, Sir. I'm fine thank you, and you? T: I'm very well, thank you.
Prayer (Teacher and students say a prayer)	Well. Before we start our lesson today, let's say our prayer. Shall we. Amien. (character: religious)
Checking attendance (Teacher checks the students' attendance)	Who is missing today?
Pre-teaching (Teacher prepares the students')	Do you remember what we learnt in previous meeting?
Preparing the class condition (Teacher prepares the class condition)	Let's do the next activity.

Main Activity

Activity 1 (Production) 45'

Setelah menyelesaikan Aktivitas 2, siswa mengerjakan aktivitas berkelompok dengan melakukan perintah yang relevan dengan situasi yang telah tersedia. Aktivitas ini membuat dialog secara berkelompok yang situasinya telah di tentukan pada soal.

Closing Activities 10'

Summarizing (Teacher and students summarize the whole lesson)	So, what have you learnt today?
Reflection (Teacher and students do a reflection)	How do you feel our class today?
Further guidance (Teacher gives students homework)	—
Prayer (Teacher and students say a prayer)	Ok, before we end our lesson, let's say our prayer. Shall we. Amien.
Leave-taking (Teacher says good bye to end the lesson)	See you next meeting. Wassalamualaikum.

VI. Sumber Belajar

- Buku teks yang relevan: English in Focus, Penerbit Macanan Jaya Cemerlang, 2008.
- Buku paket BSE: Scaffolding, Depdikbud, 2010.
- Script* percakapan dan/atau rekaman percakapan.
- Gambar-gambar yang relevan.

VII. Penilaian

- Teknik: Merespon pertanyaan secara lisan
- Bentuk: Pertanyaan lisan

c. Instrumen:

Jawablah pertanyaan-pertanyaan ini secara lisan

Make short dialogues based on the situation given. make some dialogues based on the following situations. Then, practise them.

1. Your father prohibited you to go to Karimunjawa island because of the weather. Then, you thank to him.
2. Agustin your best friend prohibit you to ride your bicycle because the road is slippery. Then, you say thanks to her.

d. Pedoman Penilaian

Scoring Spoken Technique (adapted from Harris: 1969)

Group	Name	Criteria	Score
		Pronunciation Vocabulary Grammar Fluency Structure text	
Total			

e. Rubrik Penilaian

Score X 4 = Final Score

Yogyakarta, Oktober 2013
Mahasiswa UNY



AVANSA NAUFAL HAKIM

NIM. 08202244020

MATERI LET'S GO TO SCHOOL

a. Giving a command

- Put the report on my desk.
- Bring the books.
- Open the door.
- Close the door, please.
- Could you please give me the report?
- Come here, please.

b. Expressing prohibition.

- Don't come late.
- Don't be lazy.
- Sir? Ma'am, please don't bring any animals.
- Sir? Ma'am, could you please don't enter that room?
- I'm really sorry, but don't step on the grass.

TASK 1

Listen to the following dialogue. Then, answer the questions in pairs.

Budi : Good morning, Mrs Ratna.
 Mrs Ratna : Good morning, Budi.
 Budi : I'm sorry. I'm late.
 Mrs Ratna : That's OK. Come in, please.
 Budi : Thank you.
 Mrs Ratna : Right. Now, look at the picture. What's this in English, Ari?
 Ari : It's a ruler.
 Mrs Ratna : Good. Now open your book on page ten and study the dialogue.

Questions

1. Who is late?
2. What does Budi say to Mrs Ratna?
3. What does *I am sorry* mean?
4. What is the meaning of each expression below?
 - a. Come in.
 - b. Look at the picture.
 - c. Open your book on page ten.
 - d. Study the dialogue.

TASK 2

In pairs, discuss the meaning of each expression below. (*Secara berpasangan diskusikan makna setiap ekspresi di bawah*).

1.



Picture 3.2

Clean the blackboard, please.

2.



Picture 3.3

Open the window, please.

3.



Picture 3.4

Close the door, please.

4.



Picture 3.5

Put the book in the bookshelf, please.

5.



Pic ture 3.6

Put your pen on table, please.

Task 3

In pairs, ask your partner to do something POLITELY relevant to the situations below. Ask your partner to respond. Look at the example. *(Secara berpasangan, perintahkan pasangan kalian melakukan sesuatu yang relevan dengan situasi-situasi di bawah ini. Mintalah pasangan kalian merespon. Lihat contoh).*

Example

Situation	: The blackboard is dirty.
Command	: Clean the blackboard, please.
Response	: OK.

1. The door is closed.
2. The window is open.
3. The table is dirty.
4. Ida stands near a chair.

Scoring Spoken Technique (adapted from Harris:1969)

Pronunciation:

Score	Description
5	Has few of foreign accent
4	Always intellegible, though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problems and frequently be asked to repeat
1	Pronunciation problems are severe

Vocabulary

Score	Description
5	Very conversant with vocabulary repaired by given content: excellent control and resourcefulness
4	Vocabulary mistakes generally do not affect meaning, attempts at resourcefulness
3	Adequate, although more mistakes give unintended meaning
2	Meaning frequently obscured by minimal/inadequate mastery of vocabulary
1	Meaning totally obscured, inadequate vocabulary

Grammar

Score	Description
5	Makes few noticable errors of grammar or word order.
4	Occasionally makes grammatical errors which do not obscure meaning
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Frequent grammar errors occur which make re-phrasing and re-constructing of utterance
1	Errors in grammar are severe

Fluency

Score	Description
5	Speech is fluent and less effort
4	Speed of speech seems slightly affected by language problems
3	Speed and fluency seems strongly affected by language problems
2	Usually hesitant, often force into silence by language limitations
1	Speech is so halting and fragmentary as to make the conversation impossible

Structure of the text

Score	Description
5	Organizing the structure of text and using tense are very well
4	Some mistakes in organizing structure of text and using the tense but understandable
3	Adequate, although more mistakes give clearly structure of text.
2	Inappropriate in organizing structure of descriptive text and using tense.
1	Organizing structure of text and using tense totally obscured.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs	: SMP Muhammadiyah 2 Mlati
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal
Jenis teks	: <i>Transactional Text=ask for clarification.</i>
Tema	: My hobby
Aspek/Skill	: Berbicara
Alokasi Waktu	: 6 x 35 menit

I. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur (*language fuction*) ekspresi klarifikasi dan merespon monolog dalam model prosedur dalam bahasa Inggris secara tepat. Karakter siswa yang diharapkan yaitu kerja sama, siswa mampu untuk berdiskusi dan saling memberi masukan ketika pembelajaran di dalam kelas.

II. Indikator

- Siswa memahami kata kerja bentuk pertama/finite verbs/bare verbs.
- Siswa mengetahui aktifitas klarifikasi sederhana dalam kehidupan sehari-hari.
- Siswa memahami auxiliary verbs secara tepat dan berterima.

III. Metode Pembelajaran

PPP/Mingling games

IV. Materi Pembelajaran

Sumber: English in Focus grade VII page 141.

Scaffolding Grade VII page 95 – 100.

a. Asking for Someone's Clarification:

- It is true/right that ... ?
- Is that right?
- Is ... correct?
- Really?
- Are you sure?
- Excuse me, Sir/Ma'am. Is that right that ...

b. Responses to someone asking for clarification

- Yes, I'm sure.
- Yes, that's right.
- Yes, that's correct.
- Exactly.
- I didn't do it. (mention the reason)
- I don't like watching cartoons. (mention the reason)
- I'm not a basketball player. (Mention the reason)

V. Kegiatan Pembelajaran

Meeting 1

Opening

15'

Activity	Teacher's sentence
<i>Greeting</i> (Teacher greets students)	Assalamualaikum. T: Good morning, class. How are you today? S: Good morning, Sir. I'm fine thank you, and you? T: I'm very well, thank you.
<i>Prayer</i> (Teacher and students say a prayer)	Well. Before we start our lesson today, let's say our prayer. Shall we. Amien. (character: religious)
<i>Checking attendance</i> (Teacher checks the students' attendance)	Who is missing today?
<i>Pre-teaching</i> (Teacher prepares the students')	Ok, do you know what is it? (Teacher give some example) That's great.
<i>Preparing the class condition (Teacher prepares the class condition)</i>	Now, please read the information.

Main Activity

Activity 1 (Presentation) 40'

Siswa mendengarkan contoh dialog tentang klarifikasi yang di bawakan oleh guru, kemudian melakukan aktivitas tanya jawab terkait dialog tersebut. (Percakapan antara Farouq and Susi, sumber *English in Focus*)

Closing Activities 15'

<i>Summarizing</i> (Teacher and students summarize the whole lesson)	So, what have you learnt today?
<i>Reflection</i> (Teacher and students do a reflection)	How do you feel our class today? Is great?

Further guidance (Teacher gives students homework)	—
Prayer (Teacher and students say a prayer)	Ok, before we end our lesson, let's say our prayer. Shall we. Amien.
Leave-taking (Teacher says good bye to end the lesson)	See you next meeting. Wassalamualaikum.

Meeting 2

Opening

15'

Activity	Teacher's sentence
Greeting (Teacher greets students)	Assalamualaikum. T: Good morning, class. How are you today? S: Good morning, Sir. I'm fine thank you, and you? T: I'm very well, thank you.
Prayer (Teacher and students say a prayer)	Well. Before we start our lesson today, let's say our prayer. Shall we. Amien. (character: religious)
Checking attendance (Teacher checks the students' attendance)	Who is missing today?
Pre-teaching (Teacher prepares the students')	Do yo remember what we learnt in previous meeting?
Preparing the class condition (Teacher prepares the class condition)	Now, please read the information.

Main Activity**Activity 2(Content Focus) (Practice) 40'**

Siswa mempraktekan percakapan yang digunakan dalam aktivitas 1 secara berpasangan. Kemudian siswa secara aktif memahami makna yang terkandung dengan bantuan dari guru. (Sumber *English in Focus*)

Closing Activities 15'

Summarizing (Teacher and students summarize the whole lesson)	So, what have you learnt today?
Reflection (Teacher and students do a reflection)	How do you feel our class today? Is great?
Further guidance (Teacher gives students homework)	–
Prayer (Teacher and students say a prayer)	Ok, before we end our lesson, let's say our prayer. Shall we. Amien.
Leave-taking (Teacher says good bye to end the lesson)	See you next meeting. Wassalamualaikum.

Meeting 3**Opening 15'**

Activity	Teacher's sentence
Greeting (Teacher greets students)	Assalamualaikum. T: Good morning, class. How are you today? S: Good morning, Sir. I'm fine thank you, and you?

	T: I'm very well, thank you.
Prayer (Teacher and students say a prayer)	Well. Before we start our lesson today, let's say our prayer. Shall we. Amien. (character: religious)
Checking attendance (Teacher checks the students' attendance)	Who is missing today?
Pre-teaching (Teacher prepares the students')	Do you remember what we learnt in previous meeting?
Preparing the class condition (Teacher prepares the class condition)	Now, please read the information.

Main Activity

Activity 3 (Production) 45'

Setelah menyelesaikan Aktivitas 2, siswa mengerjakan aktivitas menjawab pertanyaan mengenai hobi lalu dilanjutkan dengan aktivitas grup. Aktivitas ini membuat dialog secara berkelompok yang situasinya telah ditentukan pada soal lalu dipraktikkan.

Closing Activities 10'

Summarizing (Teacher and students summarize the whole lesson)	So, what have you learnt today?
Reflection (Teacher and students do a reflection)	How do you feel our class today? Is great?
Further guidance (Teacher gives students homework)	—
Prayer (Teacher and students say a prayer)	Ok, before we end our lesson, let's say our prayer. Shall we. Amien.
Leave-taking (Teacher says good bye to end the lesson)	See you next meeting. Wassalamualaikum.

VI. Sumber Belajar

- Buku teks yang relevan: English in Focus, Penerbit Macanan Jaya Cemerlang, 2008.
- Scaffolding Grade VII, Pusat Perbukuan Depdiknas, 2008.
- Script* percakapan dan/atau rekaman percakapan.
- Gambar-gambar yang relevan.

VII. Penilaian

- Teknik: Merespon pertanyaan secara lisan
- Bentuk: Pertanyaan lisan
- Instrumen:

Work in groups. Take turn to describe your friend hobbies, then tell it in front of the class!

- Pedoman Penilaian

Scoring Spoken Technique (adapted from Harris: 1969)

Group	Name	Criteria	Score
		Pronunciation Vocabulary Grammar Fluency Structure text	
Total			

- Rubrik Penilaian

Score X 4 = Final Score

Yogyakarta, Oktober 2013
Mahasiswa UNY



AVANSA NAUFAL HAKIM

NIM. 08202244020

MATERI MY HOBBY

a. Asking for Someone's Clarification:

- It is true/right that ... ?
- Is that right?
- Is ... correct?
- Really?
- Are you sure?
- Excuse me, Sir/Ma'am. Is that right that ...

b. Responses to someone asking for clarification

- Yes, I'm sure.
- Yes, that's right.
- Yes, that's correct.
- Exactly.
- I didn't do it. (mention the reason)
- I don't like watching cartoons. (mention the reason)
- I'm not a basketball player. (Mention the reason)

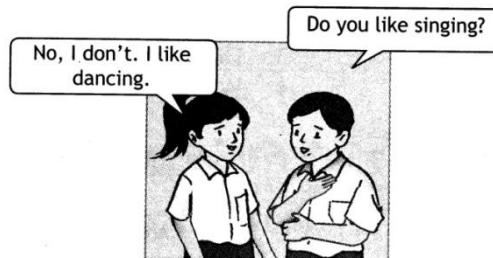
Listen and Practice!

Indah : Where do we go skateboarding?
 Andi : Let's go to the city park.
 Indah : I'm afraid it's closed.
 Andi : Are you sure?
 Indah : *Well, I'm sure.* Nadia told me so.

Marni and Mey Ling are neighbours. They are talking in the kitchen.

Marni : Did you call me last night?
 Mey Ling : No. I didn't.
 Marni : *Are you sure?*
 Mey Ling : Yes, I'm sure. Maybe it was someone else.
 By the way, Sari borrowed my new novel.
 Marni : No, she didn't.
 Mey Ling : *Really?*
 Marni : Yes. It was me.

Practise the dialogues between Farouk and Susi!



1. Who are the speakers?
2. Where does the dialog take place?
3. What is Susi asked to Farouq?

4. What is Farouq hobbies?
5. Is Susi like singing?

Ayu and Donny are talking about their plan to move house.

- | | |
|-------|--|
| Ayu | : Listen! I have good news. |
| Donny | : Good news? |
| Ayu | : Yes. We will move to a new house next month. Father told me that this morning. |
| Donny | : Are you sure? He told me that the house is not ready. |
| Ayu | : Yes, absolutely. He said that the house is finished. |
| Donny | : Wonderful. What's the house like? |
| Ayu | : Father told me that it's a nice house. It has a big living room, four bedrooms, a kitchen, two bathrooms, and a large garage. There is also a small garden with an avocado tree in front of the house. |
| Donny | : You are saying the house has four bedrooms and two bedrooms? Really? It's a big house! |
| Ayu | : That's right. Oh, there is a new swimming pool behind the house. |
| Donny | : A new swimming pool? Did you not misunderstand Father? |
| Ayu | : No. Definitely not. |
| Ayu | : Oh, I can't wait! |

Questions

1. What is the good news?
2. When will Ayu and Doni's family move?
3. Is the new house finished yet?
4. What is the new house like?
5. How many rooms are there in the new house?
6. How many bedrooms has the new house got?
7. Has the house got a swimming pool?
8. Doni says *Are you sure?* What does he mean?
9. Doni says *Did you not misunderstand Father?* What does he mean?
10. What does Ayu say to respond to what Doni says?

Complete the following dialogue with the expressions in the box. Then, act it out with your classmate.

A swimming pool? That's great. Really?

Wulan : Hi, Donny.
 Donny : Hi, Wulan. How are you?
 Wulan : Fine, thanks. Hey, tell me about your new house, Donny.
 Donny : Well, it is a big house.
 Wulan : (1) _____
 Donny : It has five bedrooms, a big living room and a small garage.

Wulan : (2) _____. Do you have a garden?
 Donny : Yes, we have a small garden and also a swimming pool.
 Wulan : (3) _____ Do you mean a pond? We don't have a swimming pool at home. Only a small pond.
 Donny : It is a swimming pool. It's big. You may come over to my house and swim anytime.
 Wulan : Thanks.

Task 2

Jodohkan kata-kata yang berbahasa Inggris dengan kata dengan bahasa Indonesia secara tepat!

- | | |
|----------------|-------------------|
| 1. bedroom | a. Ruang keluarga |
| 2. living room | b. kamar tidur |
| 3. garden | c. setiap saat |
| 4. pond | d. kolam |
| 5. anytime | e. taman |
| 6. guess | f. nyata |
| 7. wardrobe | g. rak |
| 8. shelf | h. boneka |
| 9. dolls | i. menebak |

- | | |
|----------------|-------------------|
| 10. positive | j. lemari pakaian |
| 11. absolutely | k. setiap saat |
| 12. cage | l. malahan |
| 13. pictures | m. menggantungkan |
| 14. instead | n. kandang |
| 15. hang | o. gambar |

Task 3

Study the following dialogue. Then, put a tick (✓) in the column if the statement is true and put a cross (X) in the column if the statement is false.

Sinta and Aji are talking about Sinta's bedroom.

Sinta : Guess what!
 Aji : What?
 Sinta : I have a nice bedroom now.
 Aji : Really? Tell me about it.
 Sinta : Well, it has light blue wall. There is a wardrobe for my clothes. There is also a shelf full of books and dolls and a cage of my hamster.
 Aji : A cage in your bedroom? Are you positive?
 Sinta : Absolutely. I love my hamster so much that I want to be with him every time.
 Aji : Are you sure it is clean?
 Sinta : Of course. I clean it everyday, both my hamster and the cage.
 Aji : Is there a bathroom in your bedroom?
 Sinta : Yes, there is.
 Aji : Are there any posters on your bedroom wall?
 Sinta : No. My father won't let me. I hang some of my pictures instead.
 Aji : I see.

No	Statement	True	False
1	Sinta's bedroom has blue wall.		
2	There is not a wardrobe in Sinta's room.		
3	There is a bookshelf in Sinta's room.		
4	There is a cage in Sinta's room.		
5	The cage is very dirty.		
6	Sinta cleans the hamster and the cage everyday.		

Task 4

Have a dialogue with a partner and tell each other your house. Ask for and give clarification when necessary.

Scoring Spoken Technique (adapted from Harris:1969)

Pronunciation:

Score	Description
5	Has few of foreign accent
4	Always intellegible, though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problems and frequently be asked to repeat
1	Pronunciation problems are severe

Vocabulary

Score	Description
5	Very conversant with vocabulary repaired by given content: excellent control and resourcefulness
4	Vocabulary mistakes generally do not affect meaning, attempts at resourcefulness
3	Adequate, although more mistakes give unintended meaning
2	Meaning frequently obscured by minimal/inadequate mastery of vocabulary
1	Meaning totally obscured, inadequate vocabulary

Grammar

Score	Description
5	Makes few noticable errors of grammar or word order.
4	Occasionally makes grammatical errors which do not obscure meaning
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Frequent grammar errors occur which make re-phrasing and re-constructing of utterance
1	Errors in grammar are severe

Fluency

Score	Description
5	Speech is fluent and less effort
4	Speed of speech seems slightly affected by language problems
3	Speed and fluency seems strongly affected by language problems
2	Usually hesitant, often force into silence by language limitations
1	Speech is so halting and fragmentary as to make the conversation impossible

Structure of the text

Score	Description
5	Organizing the structure of text and using tense are very well
4	Some mistakes in organizing structure of text and using the tense but understandable
3	Adequate, although more mistakes give clearly structure of text.
2	Inappropriate in organizing structure of descriptive text and using tense.
1	Organizing structure of text and using tense totally obscured.

APPENDIX G

STUDENTS' SPEAKING TESTS SCORES

STUDENTS' SPEAKING TESTS SCORES

Class : VII B

Number	Name	Score Pre					Score Cycle 1					Score Cycle 2				
		P	V	G	F	S	P	V	G	F	S	P	V	G	F	S
1	AGIL SATRIA YUDHA	1	2	1	1	2	2	2	1	2	2	2	3	2	2	2
2	AHMAD FAIZ ARRIDHO	2	2	2	1	1	2	2	2	2	2	3	3	2	2	2
3	AL-KAUSAR MIFTAHUR ROSYIE											2	2	2	2	2
4	ALVIAN AFRIANDI											2	2	2	2	2
5	AMELIA CHINTIA DEWI	1	2	2	1	2	2	2	2	1	2	2	3	3	2	2
6	ANINDA CAHYA FUAZANI	1	1	1	1	1	1	1	1	1	1	2	3	3	3	2
7	ANITA YULIANA ASTUTI	1	2	1	1	1	2	2	2	1	2	2	2	2	3	2
8	ANNISA FEBRILIYANI	1	2	1	1	1	1	2	2	1	2	2	2	3	3	2
9	ARGA FERDYANTO	1	1	1	1	1	2	2	2	2	2	2	2	3	3	2
10	BARNA KURNIAWAN SATRIA	1	1	1	2	2	2	2	2	2	3	2	2	2	3	2
11	DIAN KRISTIANTO	1	1	2	1	1	1	1	2	2	2	2	2	3	2	2
12	FAUZAN EQY WIBOWO	1	1	1	1	1	1	1	1	1	1	2	2	2	3	2
13	HANDY KRISNA ARDIANSYAH	1	1	1	1	2	1	2	2	1	2	2	3	3	2	2
14	HENDRA WICAKSONO											2	2	2	2	2
15	HUSAINI															
16	JOANITO SABDA RIVA PRATAMA	1	2	1	1	1	2	2	1	1	2	2	2	2	3	2
17	MOCHAMMAD DEWANTA DANU SAPTA AJI	1	2	1	1	1	2	2	2	2	2	2	2	3	3	2
18	MUHAMMAD SALYA WIBOWO DJATI	1	2	1	1	1	2	2	2	1	2	2	3	2	3	2
19	MUHAMMAD AJI NUR HIDAYATULLOH	1	1	2	1	1	2	1	2	1	1					
20	MUHAMMAD SUDARTO	1	2	1	1	2	2	2	2	1	2	2	2	2	2	2
21	NUR FAK IDAH	1	1	2	1	1	1	2	2	1	2	2	3	2	2	2
22	POPPY ANNISA MELATI MUHAMMAD											2	2	2	2	2

23	POPY ARIF WICAKSONO RIYANTO	1	2	1	1	2	1	2	2	1	2	2	2	2	3	2
24	PRASETYO AGUS WIDODO	2	1	2	1	1	2	1	2	1	2	2	2	3	2	2
25	PUTRI TAHKULIA NINGSIH	1	1	2	1	1	2	2	2	2	2	2	2	3	3	2
26	REZA NANDA PRATAMA	2	1	2	1	1	2	1	2	1	2	2	3	3	2	2
27	RIZKIKA AUDRI HASANAH															
28	SANLISA ARY AMANNADEKA															
29	SHEILVINIA NABELLA WINANDA SARI															
30	SUMANTRI											2	2	2	2	2
31	TAUFIK NUR HIDAYAT	1	2	1	2	1	2	2	2	2	2	2	3	3	2	2
32	TIARA FILDANIA ADELA PUTRI	1	1	2	1	1	1	1	2	1	2	2	3	2	3	2
33	TIVA FILDANIA ADELA PUTRI															
34	TYAS EKAWATI	1	1	2	1	1	1	1	2	2	1					
35	WAHYU SUSETYO ADJI PRATAMA	1	1	1	1	2	1	2	1	1	2	2	2	2	3	2
36	YUDHA WIDARGO PERATAMA	1	2	1	1	1	1	2	2	1	2	2	3	2	2	2
37	DIMAS PRASETYO PAPUTUNGAN	1	1	2	1	1	1	2	2	2	2	2	3	3	3	2
38																

P : Pronunciation
 V : Vocabulary
 G : Grammar
 F : Fluency
 S : Structure of text

Yogyakarta, November 2013
 Researcher,



AVANSA NAUFAL HAKIM

NIM. 08202244020

APPENDIX H

PHOTOGRAPHS



The researcher checked the students speaking skill with in pairs activity.



The researcher walked around classroom to explain the task to the students that did not understand the instructions.



The students activity in large group discussions.



The resercher explained the materials.

APPENDIX I

LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/32-01
10 Jan 2011

Nomor : 614/UN.34.12/PB1/IX/2013
Lampiran :
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth.....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Avansa Naufal Hakim
No. Mhs. : 08202244020
Jur/Prodi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMP Muhammadiyah 2 Mlati
Judul Penelitian : Using English Mingling Games to Improve Speaking Skills of First Grade Students
Tanggal Pelaksanaan: September - November 2013
at SMP Muhammadiyah 2
Mlati in the Academic
Year of 2013/2014

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
Pendidikan Bahasa Inggris

Samsul Maarif, M.A.
NIP19630423 197903 1 004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0973a/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

10 Oktober 2013

Kepada Yth.
Pimpinan Majelis Dikdasmen PDM Sleman
Jl. Magelang KM 7, Jombor, Sinduadi, Mlati, 55284 Sleman
Telp./Fax. 0274-868056

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING ENGLISH MINGLING GAMES TO IMPROVE SPEAKING SKILLS OF FIRST GRADE STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : AVANSA NAUFAL HAKIM
NIM : 08202244020
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2013
Lokasi Penelitian : SMP Muhammadiyah 2 Mlati

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan
u.b. Kabag Tata Usaha FBS,

Mudaqir, S.IP
NIP 19740629 199403 1 001

Tembusan:
1. Kepala SMP Muhammadiyah 2 Mlati



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3139 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
 Menunjuk : Surat dari Dekan, u.b. Kabag. Tata Usaha FBS Universitas Negeri Yogyakarta
 Nomor : 0973a/UN.34.12/DT/X/2013 Tanggal : 10 Oktobe 2013
 Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
 Nama : AVANSA NAUFAL HAKIM
 No.Mhs/NIM/NIP/NIK : 08202244020
 Program/Tingkat : SI
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
 Alamat Rumah : Jongkang RT 13/35 No. 84 B, sariharjo, Ngaglik, Sleman
 No. Telp / HP : 08157963302
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING ENGLISH MINGLING GAMES TO IMPROVE SPEAKING SKILLS OF
 FIRST GRADE STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE
 ACADEMIC YEAR OF 2013/2014**
 Lokasi : SMP Muhammadiyah 2 Mlati
 Waktu : Selama 3 bulan mulai tanggal: 17 Oktober 2013 s/d 17 Januari 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 17 Oktober 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Plt. Kepala Bidang Pengendalian dan Evaluasi



Drs. MUHAMMAD AJI WIBOWO, M.Si
 Pembina, IV/a
 NIP 19680527 199403 1 004

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kepala Kantor Kementerian Agama Kab. Sleman
5. Kabid. Sosial Budaya Bappeda Kab. Sleman
6. Camat Mlati
7. Ka. SMP Muhammadiyah 2 Mlati
8. Dekan Fak. Bahasa & Seni - UNY
9. Yang Bersangkutan



MUHAMMADIYAH MAJLIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH PERTAMA

SMP MUHAMMADIYAH 2 MLATI

STATUS : DISAMAKAN

Alamat: Sono, Sinduadi, Mlati, Sleman (Jl. Kaliurang Km. 6,5) Yogyakarta 55284 ☎ 7483317,4532634

SURAT KETERANGAN

NO: E-6/SMPM/185/01/2014

Yang bertanda tangan dibawah ini kami:

Nama	: Marijatul Kiftiah, S.Pd
NIP	: 196006041983032012
Jabatan	: Kepala Sekolah SMP Muh.2 Mlati
Unit Kerja	: SMP Muh.2 Mlati

Menerangkan bahwa:

Nama	: Avansa Naufal Hakim
NIM	: 08202244020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Universitas	: Negeri Yogyakarta

Mahasiswa tersebut telah melaksanakan Penelitian di SMP Muhammadiyah 2 Mlati dengan judul penelitian "*Using English Mingling Games to Improve Speaking Skills of First Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014*" dari tanggal 25 Oktober 2013 sampai 29 November 2013.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan harap dipergunakan sebagaimana mestinya.

Sleman, 6 Januari 2014
Kepala SMP Muh.2 Mlati



Marijatul Kiftiah, S.Pd
NIP: 196006041983032012